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ABSTRACT

This report describes research and development projects carried on by the Ontario Institute for Studies in Education (OISE) during the period May 1, 1977 through April 30, 1978. The project descriptions in most instances are based on proposals prepared prior to initiation of work. Where reports, publications, or other materials have been produced while the project is in progress, these are listed. The projects described in the first two major sections of the report are classified as "internally funded." This means they were reviewed within OISE and are supported by regularly budgeted funds of the Institute. The sections which comprise the major portion of the report deal with "externally funded" projects which derive revenue from some outside agency. Projects deal with all levels of education and many topics including innovative educational approaches; evaluation; education decision making in planning, administration, and curriculum development; psychological and sociological studies; adult education; Franco-Ontarian studies; and dissemination. There is an index of principal investigators. (Author/RM)

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RESEARCH AND DEVELOPMENT PROJECTS

FOR YEAR 13 (1977-1978)

IN THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

SO 012 218

Office of the Coordinator of Research and Development Studies
March 1978

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This report *does not* comprise a list of completed research studies or reports. Rather, it outlines the program of research and development carried on by the Ontario Institute for Studies in Education during the period May 1, 1977 through April 30, 1978. The project descriptions are in most instances based on *proposals prepared prior to initiation of work*. Where reports, publications or other materials have been produced while the project is in progress, these are listed. Some projects, initiated prior to the present program year, were completed during Year 13. In these instances, the final report or other project output is listed.

The projects described in the first two major sections of the report are classified as "internally funded"; this means they were reviewed within OISE and are supported by regularly budgeted funds of the Institute. Conversely, "externally funded" projects derive revenue on a grant-by-project basis from some outside agency.

The "internally funded large scale projects" were allocated most of the available internal funds. They were reviewed in terms of general priorities for research and development set by the Research and Development Standing Committee and the Field Development Standing Committee, in an Institute-wide competition.

The "internally funded small scale projects" listed in the second section of the report were funded to a maximum of $2,000 over a six- or twelve-month period and were ranked within individual academic departments rather than through the formal review process used for large scale projects. In addition to small scale projects funded during Year 13, a list of those projects funded during the second half of Year 12 is included. These latter projects had not been funded at the time the Year 12 report on research and development activities was published.

The remaining sections of the report deal with "externally funded" projects. They include descriptions of projects supported by the Ontario Ministry of Education's contracts and Grants-in-Aid programs, as well as those receiving funds from other government and private agencies. Within each section, projects are organized *by funding agency*. The first of these sections includes projects initiated in Year 12 or earlier, which were completed after publication of the Year 12 edition of "Research and Development Projects in the Ontario Institute for Studies in Education." The second section dealing with externally funded projects provides a list of projects (and, where applicable, of completed reports on projects) which were initiated subsequent to publication of the Year 12 report or which were initiated during Year 13.

Requests for further information concerning individual projects should be directed to the principal investigator.

INTERNALLY FUNDED LARGE SCALE PROJECTS

INNOVATIVE EDUCATIONAL APPROACHES

Individualized Instruction in Basic Mathematics Skills(K-13) through Computer-Assisted Instruction with Associated System Maintenance

G. F. Scott, E. S. Lomberg & W. P. Olivier (Measurement, Evaluation & Computer Applications)
Project No. 2145

Since 1970, a cooperative project in Computer-Assisted Individualized Instruction in Mathematics has had dramatic effects on the acquisition of mathematical skills by the students in the community colleges of Ontario. Student achievement is markedly improved, and colleges have expanded their facilities to the point where some 12,000 students can take a semester's work through CAI. Similar projects have been used or are planned in a number of provinces and states and in a variety of different educational settings.

The cooperative approach of this community college work, in which the users are heavily involved in the development of instructional materials as well as the formative and summative evaluations of the product, is being used in this Year 13 project for elementary and secondary school. The project has a team of nine senior mathematics instructors selected from Toronto and North York School Boards. They are working under the leadership of the North York Coordinator of the Mathematics Department, in association with a team from OISE, to develop computer-assisted instruction methods for basic mathematical skills which will be suitable for use by students in Grades 5 to 10. Several more boards may also join the project during Year 13.

The Development of a Pedagogy of Writing

C. Bereiter, P. Gamlin, V. Anderson (Applied Psychology) &
M. Scardamalia (York University)
Project No. 3463

This large project has as its dual purposes: (a) developing a curriculum for improving expository writing skills and (b) studying the mental processes involved in writing. The two purposes are closely connected: the main hope for improving expository writing is through improving the cognitive processes that go on as a student plans, writes, and revises; this hope in turn rests on the prospect of gaining a better understanding of the thinking processes involved in writing; finally, an understanding of cognitive processes in writing calls for new kinds of data that are best obtained by engaging students in learning tasks that make more clearly-defined demands on their abilities than is the case with ordinary composition assignments. The development and basic research aspects of the project will be carried out in concert, since the two interests require the same kinds of observations. The clinical-experimental methodology in the project includes the following general steps:

(1) classroom testing and on-site development of new pedagogical ideas, with these ideas largely consisting of new writing and communication tasks that are compatible with natural development and that focus on:
    (a) specific rather than global skills,
    (b) the making and defending of assertions rather than on the elaboration of topics, and
    (c) solving problems rather than on meeting judged standards of quality;

(2) analysis of results from both a pedagogical and a cognitive-developmental point of view;

(3) design of new tasks and task variations that test increasingly difficult pedagogical and psychological hypotheses; and

(4) summative evaluation of the effects of the new learning tasks as a whole on expository writing abilities.

Bilingual Education Project

M. Swain (Curriculum: Modern Language Center)
Project No. 2030

The Bilingual Education Project is an ongoing longitudinal study which was established in 1970 in response to requests from several boards for assistance in the initiation and evaluation of French immersion programs. The project has four major components; program evaluation, curriculum development and evaluation, psycholinguistic research, and the centralization and dissemination of related information. The program evaluation component focuses on evaluating English-speaking students' progress in early-grade total French immersion, early grade partial French immersion, kindergarten immersion combined with subsequent French option, and later partial French immersion. Replication of findings within the project and by other Canadian researchers working in other localities has led to the decision to reduce the sample size in the evaluation component in coming years; this will permit greater attention to be paid to curricular, psycholinguistic and sociolinguistic dimensions identified as crucial research issues. In the area of curriculum development and evaluation, a number of prototypical materials appropriate for use in early grade immersion classes have been developed and an evaluative survey of materials appropriate for use in such classes is being conducted to assist boards that are establishing immersion programs for the first time. New research in curriculum includes an investigation of the proportion of the instructional time devoted to "formal" and "functional" language teaching approaches. New directions in psycholinguistic research include: research on second language acquisition, psycho-sociolinguistic studies on native speaker reaction to the speech of French immersion students, studies of attitudes of immersion students toward the program and their views of the immediate or eventual importance of French in their lives, and follow-up studies of pupils who have transferred out of early French immersion programs. The dissemination of project outputs -- through annual reports of the evaluation of the bilingual education programs, personal or written responses to requests for information, and publication in scholarly journals and participation in conferences -- will continue to be an integral part of the project.

Module Making Project

H. H. Stern (Curriculum: Modern Language Centre)
Project No. 3183

This continuing project prepares multi-media classroom materials for teaching French as a second language in elementary and secondary schools. Each module is a small, independent kit with limited aims and scope. However, a considerable number of modules together are capable of constituting a substantial portion of the French curriculum. Through a cultural component, worthwhile activities and substantive content of real interest to students, they provide an alternative approach to the fixed sequences, drills and formal practice in skill building of current language programs. Five new modules will be initiated and completed during Year 13. The choice of content of each module will be guided by the results of a recent survey administered to a representative sample of Ontario French teachers, and users of the modules will be, as they have been in the past, involved throughout the research and development process.

Development and Publication of Instructional Units and Curriculum Materials on Women, and Maintenance and Expansion of "The Women's Kit and More" Resource Centre

M. Smith (Measurement, Evaluation & Computer Applications)
Project No. 3234

This project is continuing to develop elementary and secondary curriculum materials on women, moving away from the relatively unstructured approach of its original product, The Women's Kit, to the production of instructional units to be integrated into Ministry guidelines. A large number of new materials have already been developed and research and development work in Year 13 will include: developing materials in those areas not fully dealt with in previous work; producing instructional units for secondary schools (in conjunction with Ministry guidelines for Canadian Studies, English and other related courses) and for elementary schools (concerned with "de-stereotyping" education at both primary and junior levels); strengthening liaison with practitioners; beginning formal publication of materials; field testing and evaluation of materials being developed; and doing archival research. In addition, the project will continue to operate "The Women's Kit ... And More ... Resource Centre" for students, teachers, educators, community workers, media people and others who draw upon research for their work.

Women in Canadian History

A. Prentice (History & Philosophy)
Project No. 3171

This continuing project has been developed in response to a very clear need for materials on the history of women in Canada and for research into the best way to introduce materials on women and the relations between the sexes into existing and future senior courses in Canadian History and related social studies courses. The project continues to have three interrelated functions: (a) basic research and writing in the history of Canadian women; (b) the design and conduct of teachers' workshops on women and the relation of the sexes in Canadian history; and (c) the production of teaching units, bibliographies and other materials required by teachers, for use in general history and social studies courses or in courses focusing specifically on women or men and women. Emphasis in the units is on: producing materials flexible enough to be used both for classroom lessons and for individual student research; introducing students to the real documents of history; and creating in students an interest in new approaches to social history.

Canadian History and Education: The Study and Teaching of Canadian Social History

I. Winchester, J. Tiller, C. Gaffield & E. Jackson
(History & Philosophy)
Product No. 3021

This project, combining two previous projects, will continue to encompass the three aims of the Canadian Social History Project: to do research into central but neglected fields of Canadian history; to provide a data base and research centre for graduate students at OISE; and to develop a set of instructional materials for use in high school history classrooms. However, the project's major concentration in Year 13 will be on the third aspect for it is uniquely qualified to fulfill the need for new content materials and new methodologies in Canadian history, geography and Canadian Studies courses. The research, analysis and conclusions of the Canadian Social History Project will now serve as some of the basic building blocks for restructuring such courses. The project will now focus on solving the problems of translating quantitative methods into accessible and practicable curriculum materials. The Orillia Kit, produced by the project as an application of quantitative methods to issues in Canadian Social History, will be tested on a wide scale and adaptations to each of the Grades 9, 10 and 13 levels will be made. Two slide-tape presentations on 19th century Ontario rural life and 19th century urban life will be initiated. Project staff are planning an analysis, distillation and re-writing in readily-accessible format of the vast amount of primary historical research represented in the reports and working papers of the Canadian Social History Project. They also plan to explore the possibilities of the production of a regular newsletter to be distributed to all history, geography and Canadian Studies teachers in Ontario. This newsletter would serve as a clearinghouse for information on projects or on board programs throughout the province and as a vehicle for disseminating the project's evolving suggestions for organizing curriculum units and alternate methodologies.

Development of a Curriculum Unit Concerning Architectural Preservation versus Urban Development

I. Winchester (History & Philosophy)
Project No. 3360

Funding for this project supports the four-month continuation to completion of a project, jointly sponsored by OISE and Heritage Canada, which began in February 1976. The project's aim is to develop a high school curriculum unit concerning two conflicting needs -- the preservation of our architectural heritage versus urban redevelopment. The primary goal of the unit is to engender in students a concern that interesting old buildings not be demolished without careful consideration of their historic and architectural values. A secondary goal is to instill in students a concern for the quality of urban redevelopment in general, and a critical awareness of the architectural, psychological and economic impact of specific redevelopment plans. The first stage of the unit is an audio-visual introduction to the problems of architectural preservation. It will raise some of the issues and conflicting values involved in the question of whether, and how, the site of an existing old building or group of buildings should be redeveloped through discussion of controversial case studies. In the second stage, students will be given information and questions about six controversial cases on which to base classroom discussion of the merits of alternative decisions. The third stage of the unit will be a presentation about the kinds of information necessary for decisions on alternate developments and how to obtain this information. Work in the first four months of Year 13 includes trials and revisions of the unit.

Canada and the Third World Curriculum Project
(Formerly entitled "Third World Curriculum Project")
G. L. Caplan (History & Philosophy)
Project No. 2360

In response to requests of primary school teachers for curriculum materials with accompanying teaching strategies, this project is working on designing a curriculum unit tentatively entitled Canada and the Caribbean for grades 5 - 8. The unit is intended to reflect more accurately the reality of a working-class multi-ethnic school population and at the same time be an agent for educating teachers about the problems faced by this population and the actions being taken to resolve these problems. Unit design and content have been and will be worked out in close cooperation with a core group of ten primary school teachers. The first section of the unit "The Child and the City" has been completed and tested in eleven classes across Metro Toronto. In 1977-78 a second section, "The Caribbean" will be developed and the whole unit will be evaluated and disseminated. In addition, a handbook for teachers on development education which distills the experience of the project over the past six years and provides examples of alternative curriculum development will be prepared.

Canadian Public Issues Project

J. A. Eisenberg, H. Troper & P. T. Bourne (History & Philosophy)
Project No. 2040

Since its inception, this project has had three objectives: (1) the development of case study units illustrating contemporary Canadian issues; (2) the training of teachers in the use of these materials; and (3) the provision of training to teachers and graduate students in the development and use of case study materials. To date, project staff have published ten units for use in schools, community colleges and universities. In Year 13, two additional units dealing with Urban Issues and Consumer Problems will be prepared for publication, a Teachers' Manual will be completed, and teacher-training workshops will be continued. Also in the coming year, a final report on the project will be prepared. This report, in addition to analyzing the project's activities and collating its test results, will relate the use of Public Issues materials to existing high school courses and to the new guidelines for Grades 9 and 10 Canadian history and geography courses.

Moral Development Training and Consultation Program

(formerely entitled "Reform through Educational Development Program")
D. R. Boyd & J. A. Eisenberg (History & Philosophy)
Project No.4001

Since its inception, this project has focused on the development and testing of programs for students who are in conflict with society. In its initial phase, project staff worked at St. John's Training School in Uxbridge, Ontario; gradually the project's focus shifted from direct involvement with school programs to the training and advising of professional staff responsible for the program. In the next phase, an integrated program for the training of staff was developed as the first step in carrying out practical or experience-oriented moral development programs in schools. This program included the study and analysis of the theoretical framework implicit in moral development techniques and strategies, program and material development and the use of schemata for analysis and evaluation of moral education, public issues, community involvement and life skills programs. Program staff have, over the past year, been working with senior administrators and teachers in the Borough of York in setting up a staff training program and working with guidance staff and administration at Frank Oke Secondary School in implementing a values-focused life skills program. The termination of the

Frank Oke program in June 1977 will mark the end of the project's full and direct involvement in actual student programs. In the coming year, the project will be concerned only with the training of staff and subsequent consultation with those responsible for carrying out the programs; this will permit the wider dissemination and application of the project's approaches. In light of a request from senior administrators in York Borough, the project will concentrate on teacher training in different curriculum areas and offering consultation services.

EVALUATION

Educational Evaluation Centre

R. E. Traub, M. W. Wahlstrom & W. R. Kenzie (Measurement, Evaluation & Computer Applications,
Project No. 2121

As the Centre enters its seventh year of operation, its staff will continue to provide graduate instruction, to conduct a number of internally and externally funded research and development projects, and to offer various services. Among the specific service activities are: editing the Evaluation and Measurement Newsletter, an informal publication which keeps schools abreast of recent developments in educational evaluation; responding to requests for information, advice and consultation ; providing assistance to OISE Field Centres on projects and professional development programs on evaluation; and maintaining a resource centre of evaluation materials. In addition, during Year 13 the EEC plans to seek new opportunities for involvement in field development and research and development priority areas. To do so, two new ventures are planned. First, an OISE-wide seminar group will be formed to discuss evaluation projects and evaluation components of projects funded or in the proposal stage. Second, the nucleus of a team of skilled evaluators will be created; their functions will include researching the preparation of well-based contract proposals and working on funded contracts.

Long-Term Study of Open Education in Ontario

R. E. Traub (Measurement, Evaluation & Computer Applications) &
J. Weiss (Curriculum)
Project No. 2122

This longitudinal study was initiated in 1973. The first three years of the project were devoted to developing a number of necessary instruments and to collecting data from principals, teachers, students and parents in the 72-80 schools involved in the study. In Years 12 and 13, the immense body of data is being analysed. These analyses are directed toward (i) investigating the extent of program changes over the three-year period of the study, (ii) relating various school indices (e.g. program architecture, teacher attitudes), various home indices and various student indices (.e.g. initial level of achievement) with the various student outcomes. An advisory committee, with members drawn from other institutions as well as from within OISE, will be established in order to facilitate the analyses of the extensive data and to permit the project to benefit from experience of people in the field. As the analyses progress, a report will be prepared and sent to the boards, principals and schools involved in the study as part of a continuing series of newsletters. The project will also offer workshops to the participating boards.

Modernizing School Testing Programs

L. D. McLean, V. R. D'Oyley & M. W. Wahlstrom
(Measurement, Evaluation & Computer Applications)
Project No. 3477

Parents and the public in general are asking for evidence of student achievement as schools come under closer scrutiny and considerable criticism; and with changes in curricula and methods, conventional testing has become less useful or even obsolete. Teachers and administrators need better information about student performance to plan and manage schooling, and numerous visible minorities present other challenges to those who would obtain valid assessments of pupil progress. At the same time, new concepts in measurement, evaluation and computer applications are available for use in attacking these problems. What is needed is cooperative effort by practitioners and specialists to work out the application in schools of criterion-referenced testing and combinations not yet uncovered. The objective of this new project is to work with school board administrators and with teachers to re-orient and reorganize their school testing programsto make them more effective. In its first phase, achievement testing will be emphasized, while the second phase will examine the use by teachers of interest tests and some group psychological tests. In Year 13, the study of achievement testing will begin with working committees being organized in each of three Ontario school boards -- a Metropolitan Toronto board, a board in a middle-sized city, and a board containing a substantial rural population.

Intermediate Evaluation Project

M. Holmes, F. G. Robinson, P. Evans, R. Stinson, J. Clipsham (Field Development), D. Ellis (Adult Education and Measurement, Evaluation & Computer Applications), R. Lamérand, S. Churchill (Research & Development), & R. Wolfe (Measurement, Evaluation & Computer Applications).
Project No. 3469

This project, which is producing tests to reflect all major objectives of education from kindergarten to Grade 8 in Ontario, has three stated purposes: (1) to provide a service to school boards wishing to evaluate students in Grades 7 and 8 in terms of their achievement of such objectives; (2) to develop innovative methods of evaluation that are particularly applicable to the Ontario scene; and (3) to encourage Ontario educators, particularly teachers, to look more closely at the objectives of education in terms of their own teaching practice. Tests have already been developed in: Written English; French (reading in French as a first language); mathematics (English and French); science (English and French); problem solving (English and French); and educational attitudes (English and French). These will be administered in 1977 in approximately 24 boards and their results will be analysed. Further tests -- probably in written French, Canadian Studies, social studies, health and physical education, reading and English usage, value development, and French as a second language -- will be developed and administered in 1978.

Inventory and Evaluation of Resource Material in Canada Studies

V. Robeson, C. Sylvester & M. Holmes (Field Development)
Project No. 3470

In recent years, the teaching of Canada Studies at the elementary and secondary school levels has been an issue of much concern and debate. The debate no longer focuses on the question of whether Canada Studies should be taught but rather on a definition of Canada Studies, an appropriate curriculum and teaching method, and the nature of the materials that would most effectively meet the objectives of a Canada Studies curriculum. One of the immediate responses to the sudden interest in Canada Studies was the introduction of many fragmented, hastily designed courses about Canada, often without adequate textbooks and/or supporting materials. This was followed by the development and publication of a large quantity of materials, most of it not subjected to any consistent and rigorous evaluation. Information about existing materials is, at the present time, lacking and no formal evaluation is available to guide teachers and other educators in designing courses and selecting appropriate materials. This project will involve the compilation of an inventory of materials available in English and French in Canada for the teaching of Canada Studies in Grades 1 - 13. The inventory will not only list available materials but also evaluate them on the basis of criteria determined by the principal investigators in consultation with the Canada Studies Foundation and other educators from all parts of the country. Further teams of educators from across Canada will assess the materials in terms of the criteria thus established. In addition to preparing the inventory, the investigators will prepare a report for internal distribution in OISE; this will identify those areas in which materials are lacking or are unsuitable and will suggest directions in which future development might profitably be undertaken.

EDUCATIONAL DECISION-MAKING:

PLANNING, ADMINISTRATION, CURRICULUM DEVELOPMENT

An Analysis of Educational Expenditures in Ontario (1950-75) and Predicted Future Trends

M. L. Handa & D. Konstantareas (Educational Planning)
Project No. 3351

This project represents a continuation of work on Ontario educational expenditures initiated in 1976. Its basic objective is to undertake an in-depth conceptual and empirical analysis of such expenditures. The investigators will set up a series of models which will be behavioral (i.e. they will be formulated in a way that will explain the underlying motivations of the decision-makers) and policy-oriented (i.e. they will be formulated in such a way that the influence of various policy variables can be recognized). When completed, the models will permit explanation of the past and the present process and will help to formulate policy on a number of important issues.

Education and Distributive Justice: The Canadian Case

M. L. Handa (Educational Planning)
Project No. 3355

This project now entering its second year, is concerned with the broad area known as "Education and Inequality". Little work has been done in Canada in determining how education contributes to or reduces economic/income inequality. This project,in attempting to fill an important gap in research and to help deal with a variety of questions of educational policy, is intended to provide a comprehensive analysis of the subject, covering a whole range of interrelated issues, albeit restricted to data in the city of Toronto with an emphasis on the immigrant population in a multicultural setting. The study, undertaken within the broad approach of the Political Economy of Education, focuses on three main components which together form a whole process; the process is one of unequal or differentiated educational products produced in the educational system passing through the mediation of the "link" mechanism of the employers and getting fitted into an unequal and hierarchical labor market. The project concentrated in 1976 - 77 on the first, or educational, part of the process; in 1977-78 it will concentrate on the final, or labour market part; the link mechanism section will be completed at a later time.

Educational Expenditure, Its Financing, and the Quality of Education: A Study of the Differential Patterns of School Expenditures, Financing and the Performance of Students in Ontario

R. C. Kumar & S. Quazi (Educational Planning)
Project No. 3466

This project will study the quality of education in Ontario elementary and secondary schools in terms of differences in the patterns of expenditures and financing observed across the school boards in Ontario in past years. It is known that (a) the quality of education, irrespective of the indexes of student performance used to measure it, varies considerably across the school boards, and (b) this variability in the quality of education may be largely a consequence of the variability in the expenditure on students and the means to finance it. What is not known, however, is the extent to which dissimilar patterns of expenditure and financing contribute towards observed inequality in the quality of education and the relative importance of the various expenditure components and financing means. The methodology to be used by this project in dealing with these issues is one of functionally relating variability in student performance with variability in different components of expenditure and/or finance. This exercise involves two parts: (a) first developing and estimating inequality indexes for different variables by using cross-sectional data for a number of years and (b) then relating the indexes with each other with the help of the time series of indexes thus developed. Results of the study will have important implications for the quality of education, for public policy, and for the cost of education.

A Study of the Demand for Places in Ontario Universities and Colleges, 1977-1985, with Preparation of an Enrollment Forecasting Model for Ontario

C. Watson & S. Quazi (Educational Planning)
Project No. 3467

In Ontario there is a recognized need for an annual set of higher education projections. This study has two main purposes: (1) to produce a set of forecasts of enrollment, with an explanation of their methods of calculation and assumptions, a discussion of the appropriate methods for different purposes, and the direction and likely magnitude of error; and (2) to prepare a system for forecasting which will enable the annual revision of the estimates to be made without undue difficulty and will provide the basis for further research and development work on the forecasting model. The study is expected to be the basis for continuing projection work which will annually produce, routinely, a variety of forecasts useful for testing different forecasting methods.

Educational Planning for Immigrants: Retraining and Canadian/Immigrant Earnings Differentials
(formerly entitled "Canadian Experience and Educational Planning for Immigrants: Unemployment and Retraining of Skilled Immigrants, Canadian/Immigrant Earnings and Employment Differentials")
J. Sen & C. Watson (Educational Planning)
Project No. 3354

This project is intended to point out suitable employment-promoting, wage-improving and manpower-planning policies for absorbing immigrants into the Canadian economy and to assist immigrants in their understanding of the problems of employment in Canada. Specific outputs of the project will be (a) a measure of price of Canadian experience via earnings differentials between Canadians and immigrants in the same skill categories, (b) regressions of these differentials on plausible explanatory variables like level of education, years of immigration, retraining facilities, information on job opportunities, etc. and (c) assessment of immigrant retraining programs and suggestion of effective policy guidelines. Work during Year 12 focused on the first two of these aspects; Year 13 will be spent completing this work, assessing the adequacy of existing retraining programs and identifying policy guidelines.

Annual OISE Survey of Educational Issues in Ontario
D. W. Livingstone (Sociology)
Project No. 3475

This project is intended to provide an annual profile of the views relevant to educational and social policy issues held by all sectors of the Ontario population. In contrast to conventional public opinion surveys, a range of citizens' groups will participate in all stages of this project so that the profile will be as sensitive as possible to real social concerns and policy options. The major research instrument, a province-wide representative questionnaire survey, will: (1) deal with underlying value dimensions as well as currently topical issues, in order to provide guidance for longer-term policy-making; (2) cover other social concerns as well as education, so as to allow assessment of the relative priority the public assigns to each policy area; and (3) be disseminated as widely as possible through reports and conferences, so that all citizens and policy-makers can become more aware of the scope and representativeness of their own views. There have been several previous province-wide surveys of public opinion about education, but they have been of very limited topical scope as well as being "one-shot" surveys. OISE is well suited for several reasons to conduct a deeper, ongoing inquiry.

The School as Process : A Clinical Approach to Theory, Practice and Training

T. B. Greenfield, M. Levin & R. I. Simon (Educational Administration)
Project No. 3464

Approaches to schools by theorists and reformers have conventionally relied upon pre-existing concepts which included both notions about what schools were and how they should be changed to make them better. This study, which works from recently re-stated and expanded theories about the nature of social reality and behavior in organizations, turns the conventional approach upside down and begins the study of schools toward a theoretical understanding of life in schools and the mechanisms which sustain it. Conventional theories about schools make essentially rational assumptions about the purposes of schools and about forces acting within the schools to realize the basic purposes; such functional analysis of schools begs both the question of what the purposes of schools are and the question of whether processes in the school are a consequence of these purposes. The present process-based study of schools will begin with observation of the regularities of behavior in schools and will work toward the explanation of them in terms of how they work and why they are able to have the consequences they do. As well as generating better conceptualizations of schools, the project will yield outcomes of practical importance by analyzing many current issues (such as grouping, multicultural education, class size) in terms of the emergent theory of the schooling process. In addition, the process approach to understanding schools also presents opportunities for the training of those who will be researchers, change agents, and designers or administrators of educational enterprises.

Instead of divorcing knowledge from action, the clinical perspective to be employed in this project requires the student to base his understanding on meaningful contact with and analysis of the realities of school process.

Dissemination of Findings of "Chief Executive Officer Study" to Study Subjects and School Boards

G. McLeod & B. Brophy (Educational Administration)
Project No. 3465

This project, initiated in July 1976 with the support of the Ministry of Education, has been studying the question of what chief executive officers (CEOs) employed by Ontario boards of education actually do in the normal course of daily work. This field study, in a virtually unexamined area, involved unstructured observation, interview, and survey phases. Its results will: provide an empirical basis for decisions pertaining to professional administrative training and administrator selection and placement; suggest means whereby administrative skills may be upgraded; indicate areas in which information systems and work programming can be utilized for the purposes of freeing executive talent to concentrate in areas where leadership expertise is imperative. After the field study is completed, project researchers will divulge the findings of the study and discuss CEO reactions in small group conferences with the directors who participated. These meetings will provide the substance for testing the study's validity and for refining its observations; their outcomes will be incorporated in a revision of the major field study report.

Curriculum Choice and Decision Project

K. Leithwood (Coordinator), F. M. Connelly, E. Regan, D. Roberts, M. Wahlstrom (Curriculum), J. Clipsham, H. Hedges, L. Popp, F. G. Robinson, H. H. Russell (Field Development) & T. B. Greenfield (Educational Administration)
Project No. 4005

This project is a functionally integrated, geographically comprehensive (central, southeastern, southwestern and northeastern Ontario) reponse to the most fundamental issue currently facing Ontario school systems, that is, the issue of significantly improving the quality of curriculum decision-making (and thereby the curriculum itself) in decentralized boards of Education. Research and development, graduate studies and field development functions have been integrated into the project's response to give it the capability necessary to have substantial impact. The primary goals of the research and development function of the project are to: (1) describe how local, unintervened curriculum decision-making is now occurring (2) further develop and employ strategies successfully used by members of the project team to intervene in curriculum decision-making; (3) develop and evaluate new strategies for improving curriculum decision-making; and (4) develop and evaluate procedures and materials for training board-level curriculum consultants and "managers" in strategies for improving curriculum decision-making among persons and groups with whom they work. The graduate studies function of the project provides selected curriculum consultants and "managers" with (1) an understanding of the bases upon which successful intervention strategies have been built; (2) many of the skills required to use such strategies; and (3) opportunities to apply newly developed skills to pressing professional problems. Field development will be carried out through intensive work with graduate students and others in the same educational systems in resolving particular curriculum problems by direct attempts to improve the quality of curriculum decision-making.

PSYCHOLOGICAL AND SOCIOLOGICAL STUDIES

Matching Learner Characteristics with Educational Approaches

D. E. Hunt (Applied Psychology)
Project No. 3003

This project continues to focus on matching educational approaches to students and working with teachers to help them make such adaptation (a pragmatic form of individualization). In the process, and of equal importance, the project questions traditional methods of program evaluation, "dissemination", and "implementation" because of their unilateral and unrealistically objective orientation. New approaches to evaluation, dissemination, and implementation are evolving from the re-conceptualization of the relation between theory/research and practice/application. The theory-practice relation is now seen as a reciprocality between theorist and practitioner which is best understood as persons-in-relation; this provides an important conceptual base for the project's practical work with teachers. In this refocusing, the Conceptual Level Matching Model, used extensively in previous years of the project, remains important, but its present role involves facilitating the relation between theorist and practitioner and illustrating teacher adaptation to students instead of its former role of deriving a "program" to be "implemented". The most general concern of the matching project at this time is to gain a better understanding of the relation between theory and practice, conceptually and concretely.

Didactic Teaching of Interpersonal Coping Skills as a Means of Fostering Social Competence: An Alternative to Counselling

C. Christensen, J. Wine, L. Pass, A. Wolfgang, M. A. Guttman & M. Smye (Applied Psychology)
Project No. 3343

Recent studies have suggested that it is plausible to assume that interpersonal coping skills which will foster social competence can be effectively and efficiently taught in a didactic fashion. If this assumption is substantiated it will have important implications for education, counselling, and psychological and psychiatric services. Christensen and his colleagues have developed an interpersonal coping skills program consisting of eleven knowledges and skills. This project is concerned with facilitating social competence by using and refining Christensen's Interpersonal Coping Skills Program, which involves a didactic approach. The research is designed

(a) to determine the skills and knowledges essential to effective inter-personal coping, and (b) to discover how interpersonal coping skills can be taught more effectively. In order to deal with these two issues, studies have been designed to increase understanding of the social coping process in general, specify programs and procedures for teaching interpersonal coping skills, and evaluate results of such programs and procedures. Work on the project is ongoing and planned in three distinct areas: (1) instrumentation, (2) Program Development -- which can be further divided into (i) Relative Significance of Identified Knowledge and Skills, (ii) Program Format and (iii) Program Evaluation -- and (3) Teacher or Leader Preparation.

International Research on Women, Work, Education and Participation

M. Eichler (Sociology)
Project No. 3474

This is a large-scale international project to empirically examine on a comparative basis the position of women in the work world and in education, and their access to political power. The research is being carried out simultaneously, using an identical instrument, in twelve countries; the questionnaire has been developed and pretested collaboratively by participant researchers from the various countries. The research involves an in-depth exploration of factors which hinder and/or further the involvement of women in political decision-making at all levels, in all types of organizations. The sample of women and men for the survey will be occupationally stratified and drawn from large urban-industrial centres in participating countries. It will include a subsample of primary teachers, particularly important(as is another sub-sample composed of top decision-makers) because of their influence on the attitudes of the next generation. The study, in addition to making a number of methodological innovations, addresses the little-researched field of access of women to political decision-making. The fact that it makes comparisons among a number of communist and non-communist countries makes it particularly important. The project will lead to the publication of a number of interim reports and a book jointly authored by participating researchers. The large body of data generated by the study will also permit further, more specific comparisons and analyses.

Canadian Newsletter on Research on Women

M. Eichler (Sociology)
Project No. 3473.

The Canadian Newsletter of Research on Women has been published since May, 1972; currently it is recognized as the major resource in Canada devoted to the encouragement and dissemination of research materials on women and sex roles. Its inderdisciplinary format is designed to provide a meeting ground for those with widely differing backgrounds and needs. It is widely used by the provincial and federal governments' various departments in the preparation of policy and policy-oriented research, and its discussion forum permits researchers, field workers, and students to dialogue directly with one another. Certain features of the Newsletter are designed to encourage its use by teachers, administrators and students in the school system. In Year 13, the publication of regular issues of the Newsletter will continue (with particular stress on improving French-language research and on expanding international impact), as will the production of special issues on certain topics. In addition, a "Student's Guide to Research on Women" will be researched and distributed through the Newsletter. It will be designed to introduce students in the higher grades of secondary school to the practice of original research and will be accompanied by a booklet for teachers which explains its purpose and suggested uses. The resources of the Newsletter will also be used to develop a book for use in the secondary schools which places the position of Canadian women in international perspective. Its theme will be the effect of various political and economic systems on women and women's participation in these systems, and it will be influenced by outcomes of Project No. 3474, "International Research on Women, Work, Education and Participation".

Group for Research on Women (GROW)

M. Eichler, J. Newton (Sociology), A. Prentice, B. Light (History & Philosophy), J. Wine, M. Smye (Applied Psychology), & C. Reich (Special Education)
Project No. 3454

GROW is an interdisciplinary, interdepartmental, research-oriented group that engages in joint research projects and helps stimulate and improve individual research projects by members through critical feedback and discussion. A number of activities are planned for Year 13 in order to foster the group's general goal of promoting research on women and sex roles: (1) providing, for researchers within and outside of OISE, a forum for discussion on proposed, ongoing and completed research from an interdisciplinary perspective; (2) producing and disseminating a series of papers; (3) continuing to work with the OISE Library in reviewing holdings and suggesting acquisitions on women and sex roles; (4) continuing to compile an inventory of completed and ongoing research projects and theses in the Institute on these topics; (5) compiling a list of projects in the area of women and sex roles which should be done in order to meet the needs of Ontario education; and (6) developing, in a project to be carried on by all GROW members, an instrument to measure attitudes toward women, particularly one that can be used to assess change resulting from an intervention program.

National Symposium on "Multiculturalism and the Black Presence in the Canadian Mosaic" (incorporating Survey of Innovating Strategy for Education Development of Blacks in Canada in 1976/77)

V. D'Oyley (Measurement, Evaluation & Computer Applications)
& M. Holmes (Field Development)
Project No. 4001-B

The emergence of multiculturalism as a viable construct in Canadian life and in education places a stronger need on each racial (or ethnic) group to define who its members are and the meanings which multiculturalism holds for them. The National Symposium to be held in Windsor in May 1977 will deal with these issues and will involve both academic and "grass-roots" participation. The particular role of OISE in the conference consists of providing intellectural redefinitions, model building, and leadership and, also, contributing to the dissemination of the redefinitions.

Education and Technology and Science as Ideology in Advanced Industrial Societies: A Theoretical Perspective

D. Misgeld (History & Philosophy)
Project No. 3358

This project continues the investigator's long-term examination of issues in social theory with particular reference to the critical theory of society (a technical term used to designate the tradition of social inquiry inaugurated by the Frankfurt school of social research). The theoretical studies that comprise this continuing project are intended to clearly locate and examine those conceptual formulations which permit a very broad type of inquiry into the role of education in advanced industrial societies. The scholarly publications to result from the project are all meant to lay the groundwork for a comprehensive theory of ideology (critique of ideologies), addressing deliberation processes and their theoretical justification, which enter into a determination of those social norms which are reflected in the choice of educational policies and objectives for education.

The Ward: Immigrant and Ethnic Group Education and Socialization in Historical Context

H. Troper (History & Philosophy)
Project No. 3471

There appears to be a need for a historical comparative base to the current plethora of immigrant and ethnic studies programs growing in the public education system, especially in light of recent resistance to "multicultural" education within the school system itself. This project will use traditional historical method and is designed to produce a body of research papers which can retrospectively shed light on the strength and weaknesses of current programs and policy in the multicultural education field. In addition, it is anticipated that retrieval work will, as did the preliminary work on which this project is based, unearth new primary material which will lend itself to collection and publication as a primary-source curriculum reader, for high schools, in Canadian immigrant history.

Counselling for Competence in Adolescent Females

J. Wine & M. Smye (Applied Psychology)
Project No. 3478

There is an increasing need in Canadian society to orient females to and prepare them for adult roles other than the traditional homemaker-wife one. Some of the factors that deter women from advanced educational and occupational pursuits are institutional; others are individual, psychological ones, such as fear of negative evaluation. This project will attempt to enhance the competence motivation, skills and self-expectancies of adolescent females through a counselling program. In the first stage of the research, relationships among a number of indices-- measures of occupational aspirations and expectancies, discrepancies between the two, academic achievement, the Fear of Negative Evaluation scale, and a measure of gender role orientation -- will be examined after collecting data from a large sample of male and female students. In this stage, also, behavioral and cognitive correlates of these indices will be examined. In the second stage, a counselling program will be offered to high school females. Its nature will be partially based on a counselling approach developed by one of the investigators for working with evaluation-anxious persons, for it seems essential to deal with the constraints which evaluation anxiety places on competence behaviors in order to enhance those behaviors. In addition, the counselling will focus on loosening sex role prescriptions regarding behavioral, education and career options. Students in the counselling program will be compared to those in a standard career counselling program and to a control group which receives no treatment.

ADULT EDUCATION

Case Studies of Education in Industry and Government, and a Model of Information Exchange

A. Thomas, D. Beatty & R. Herman (Adult Education)
Project No. 3340

Education, in the adult sector,takes place in a great variety of agencies in addition to the major institutions such as schools, colleges and universities. Very little information is available about the immense variety of programs offered by these agencies; this project will attempt to produce six case studies of educational programs in large public and private organizations. The case studies -- to deal with company policy, education administration, budget, implementation, participation and evaluation -- will be independent of each other but will follow a uniform format. This format will in turn be developed as a basis for continuous monitoring of such programs. One case study was conducted during Year 12; in Year 13, two or three more will be completed. In addition, an inter-organizational exchange will be conducted, where one of the organizations participating in the case study research will host a presentation of its educational activities to a group of representatives of other organizations who will criticize the programs with a view to producing positive recommendations to the host company. The information generated through this exchange will be of value not only to the host and to the investigators but also, through this project, to government and industry throughout Ontario.

Core Curriculum Package for Staff Who Work with Older People

A. W. Fales (Adult Education)
Project No. 3341

This continuing project is designed to develop, implement and evaluate a core curriculum package including basic content and methodological alternatives which can be used by non-expert trainers to train a variety of levels of staff (paid and volunteer) who work with older people. An assessment of needs has been completed; it has indicated that the priority need for staff training perceived by all groups surveyed is in the affective, attitudinal and interpersonal area. A preliminary version of the package, dealing with these areas, has been completed. In the coming year, the package will be field-tested in three sites with approximately ninety learners. Impact will be assessed through a detailed evaluation study of the cognitive, affective and skill changes resulting from participation in the pretest. The preliminary package will then be revised and prepared for wider dissemination.

Northern Summer School

A. M. Thomas & D. H. Brundage (Adult Education)
Project No. 4002

The Northern Summer School, with its first session in 1977, was established to meet the specific needs of those concerned with northern education. The program was planned by committees at both OISE and Canadore College in North Bay (the site of the School), and in its first year involved some collaboration by other agencies in the sponsoring of seminars. The 1977 program included several courses for those interested in doing graduate work in education and several workshops for others (non-students) interested in adult education and community affairs. Year 13 funding will support planning for the next phase, the summer of 1978, of the School. This phase will offer a broader course selection, wider choice of seminars, and more intensive involvement of agencies and governments at all stages, including planning.

Building a Professional Development Network in Adult Education through OISE Field Centres

J. Draper, R. Herman, R. Kidd & A. M. Thomas (Adult Education)
Project No. 4003

This project is designed to provide Professional Development support for adult educators in various parts of the province. It functions, through the OISE Field Centres, as an animator to the field. The character and timing of the Professional Development activities are determined by educators in the field; they are linked by the project and the Field Centres to the formation of adult education networks in the region. The principal investigators have in the past, in cooperation with several OISE Field Centres, been involved in assessing adult education needs in London, Thunder Bay and Sudbury, and in helping to meet these needs through Professional Development activities for adult educators. In the coming year they will focus on Belleville, where Loyalist College is seeking to improve its community services. The project will assist the college in conducting a community adult education needs assessment and will seek to initiate regional self-development of an Adult Education Council in Belleville; this will be linked, for Professional Development activities, to OISE's Trent Valley Field Centre. The project will also continue support of the emerging Adult Education Associations and Professional Development programs in the Thunder Bay and Sudbury regions.

Alternative Strategies for School Board Adult Education in Ontario: A Development Plan

A. M. Thomas (Adult Education), J. Holland, J. Farrell
& B. Macleod (Educational Planning)
Project No. 4004

In October 1976, the Minister of Education announced that he was freezing grants to school boards for adult education because of the lack of an adequate definition of adult education suited to school board purposes. School board adult education programs have had exceedingly little systematic attention for many years and nowhere is there a rationale for such programs that would direct the activities of school boards and respond to the needs of the adult population of Ontario. In the face of the growing demand for the integration of educational systems in Ontario so that both public and institutions will have an accurate and consistent range of expections, an analysis of the potential of the adult programs of school boards appears essential. This project team, drawing on consultants from the field of school board adult education and resources within the Canadian Association for Adult Education, will (a) develop alternative models for the proper role of boards in a system of continuing education in Ontario, and (b) assess the implications of each of these models with respect to demography, cost, staffing and evaluation.

FRANCO-ONTARIAN STUDIES

Publication of the F1A2 Instructional Materials (Grades 9 and 10)

R. Lamérand, Y. Ross & P. Tracy (Field Development: Franco-Ontarian Centre)
Project No. 2356

The purpose of this project is to prepare for publication a set of instructional materials for the teaching of français and anglais to Franco-Ontarian students; these materials have been in development at OISE since 1973 and are now in the final stages of evaluation. They have been designed to enable students to use language flexibly and to vary the degree of formality of their communication according to the demands of different situations. The preparation for publication will consist primarily of final revision and editing of the two sets of materials.

Dissemination of the F1A2 Instructional Materials (Grades 9 and 10)

P. Tracy, Y. Ross & R. Lamérand (Field Development: Franco-Ontario Centre)
Project No. 2358

The purpose of this project is to disseminate systematically the instructional materials that have been developed at OISE for the teaching of français and anglais to Franco-Ontarian students in Grades 9 and 10. A secondary aim is to evaluate the effectiveness of the dissemination process used. Instead of simply offering the modules for sale through the OISE Publications Catalogue, the developers plan to work with a number of school boards in various regions of Ontario. Teachers within each board who volunteer to use the materials will be invited to attend workshops in September and again in January. Throughout the year, as the teachers use the materials, members of the project team will be available to give advice and, as well will ask the teachers for their opinions of the materials and suggestions for improvements; this information will be communicated to other teachers and to consultants and resource persons within each board in an attempt to spread the use of the materials. Toward the end of the year the research team will evaluate the degree of adoption of the materials.

Communication in French (Grade 8)

R. Lamerand, Y. Ross & P. Tracy (Field Development: Franco-Ontarian Centre)
Project No. 2359

The purpose of this project, initiated in the spring of 1976, is to develop instructional modules for the teaching of français to Franco-Ontarian students in Grade 8. The project is really an extension of the F1A2 Language Teaching Projects (Year 12 Project No. 2356) and these modules are likewise designed to enable students to become increasingly aware of language as a tool and to use it flexibly in order to communicate effectively in a variety of situations. Each module comprises a list of instructional objectives, evaluative measures, and an array of instructional activities. The materials are being developed by OISE researchers in collaboration with a consultant and a teacher from the Niagara South Board of Education. They are asking teachers to test the materials in their classrooms as they are developed and, on the basis of reactions of both teachers and students, they are then revising the materials. A set of modules is planned for publication in the Fall of 1979.

Franco-Ontarian Sociolinguistic Project (Project 1)

R. Mougeon (Office of Research & Development: Franco-Ontarian Section)
Project No. 2351

In 1974, this project carried out two sociolinguistic surveys among the Francophone populations of Sudbury and Welland. These surveys yielded :(a) a sample of the French and English used by the younger Franco-Ontarians; (b) information on their varying use and exposure to French and English in various contexts; and (c) data on their attitudes toward the use of French and English. The project has concentrated particularly on (a) in order to identify and describe the major language problems areas of the students. The English data have been analyzed and reports produced; a set of English error-correction modules have been prepared. The analysis of the French data is in progress and will continue through Year 13. In the coming year, the project will analyse the spoken and written French-language data gathered in Chelmsford, Sudbury and Welland at the Grade 2, 5, 9 and 12 levels. External funds have permitted the gathering of similar data in Northern and Eastern Ontario. This analysis will lead to : (a) a series of descriptive and diagnostic studies focusing on the major French-language difficulties of the students and (b) two series of pedagogical units -- one for French-language elementary teachers and one for secondary teachers -- which will meet the specific needs of both the students and the teachers in the district studies.

Valeurs Humaines: Etude d'une Stategie d'Implantation

D. S. Ireland & C. Roy (Field Development: Ottawa Valley Centre)
Project No. 3468

The primary purpose of the Valeurs Humaines project is to help teachers in Francophone high schools in Ontario develop values programs. It is hoped that the project will involve fifty teachers in 25 high schools across Ontario over a period of four school years. The investigators believe, on the basis of experiences in implementation of innovative curricula, that when the innovation involves objectives other than those traditional in the school system (i. e.,recall and comprehension), a necessary condition for successful implementation is change on the part of the teacher. In addition therefore, to helping teachers to develop a written program in values, the project proposes to focus directly on the teacher's role in the classroom by means of an in-service program consisting of training in broad teaching strategies and self-analysis as well as experiences to help the personal development of the teacher. Subsidiary purposes of the project include testing an implementation strategy, identifying teaching skills and developing methods of and tools for evaluating values education.

DISSEMINATION

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Reporting Project

D. W. Brison (Field Development: Trent Valley Centre)
Project No. 1115

There is a need in Ontario for information about studies in education that is written in language accessible to the general reader and placed in publications widely read by the general public. There is also a need for OISE to become a visible contributor to public as well as professional consideration of educational issues. This project is designed to: (1) provide coverage of educational topics of current interest for the popular media; (2) organize, report on and promote OISE research and development information to local groups concerned with issues related to education; (3) provide informal journalistic reports of Institute projects likely to be of interest to a general audience; and (4) stimulate academics within the Institute to write for the popular press on educational problems, and to provide assistance to them.

Professional Development and Dissemination

M. Holmes (Field Development)
Project No. 4006

Funds allocated to this project enable Field Centre and other OISE faculty to participate in regional Professional Development activities. They also support the dissemination of documents describing current and planned Field Development activities to the public, to Institute departments, and to Field Centres.

INTERNALLY FUNDED SMALL SCALE PROJECTS

APPROVED FOR FUNDING IN OCTOBER 1976 (2ND FUNDING PERIOD, YEAR 12)

Educational Technology and Learning Choices
R. Herman (Adult Education)
Project No. 3403

Herman, R., Altshuler, E., & Armour, M. Media Technology and Learning: Final Report. 1977.

Factors Underlying Changes in Governmental Policies and Popular Attitudes to Education During the Past Two Decades
R. M. Laxer (Applied Psychology)
Project No. 3404

Laxer, R. M. Final Report: Crisis in Canadian Education, 1977.

Developmental Changes in Information Processing Capacity: A New Perspective
R. Case (Applied Psychology)
Project No. 3370

Case, R. Developmental Changes in Information Processing: A New Perspective. 1977.

This study is related to externally funded Project Nos. 0360 -52 and 0901-52.

West Indian Culture, Schools and Adjustment
A. Wolfgang (Applied Psychology)
Project No. 3371

Recovery from Psychological Disorder
V. Renner (Applied Psychology)
Project No. 3383

Renner, V. Spontaneous Recovery from Psychological Disorder in the Nonclinical Population: A Pilot Study. 1977.

Further Research on the Development of Awareness of Logical Necessity
C. Bereiter & S. Hidi (Applied Psychology)
Project No. 3384

Bereiter, C. Hidi, S. & Dimitroff, G. Propositional Reasoning: Intuitive Judgment versus Deductive Inference. Paper presented to meeting of American Educational Research Association, March 27-31, 1978.

This is a continuation of work initiated and reported under Project No. 3282 in Year 11.

Behavioral and Cognitive Concomitants of Society Anxiety in Adolescents
J. Wine (Applied Psychology)
Project No. 3402

Smye, M. D. & Wine, J. A Comparison of Female and Male Adolescents' Social Behaviors and Cognitions: A Challenge to the Assertiveness Literature. 1977.

This is a continuation of work initiated in Year 11 under Project No. 3323.

Language Instruction in the French Immersion Classroom
S. Lapkin (Curriculum: Modern Language Centre)
Project No. 3405

Lapkin, S. Final Report on Language Instruction in the French Immersion Classroom. 1977.

Invitational Seminar: Message and Text
J. Britton (Curriculum)
Project No. 3406

Improving Teaching
B. Kilbourn (Curriculum)
Project No. 3407

The Influence of Contextual Variables on Linguistic Form in the Performance of a Speech Act by Native Speakers of English

R. Weinstock (Curriculum)
Project No. 3408

> Weinstock, R. The Influence of Contextual Variables on Linguistic Form in the Performance of a Speech Act by Native Speakers of English. 1977.

World Views and Curriculum

B. Kilbourn (Curriculum)
Project No. 3409

Arts and Education

R. Courtney (Curriculum)
Project No. 3415

This is a continuation of work initiated in Year 10 under Project No. 3201 and extended in Year 11 under Project No. 3387. It is also related to externally funded Project Nos. 0285-57 and 0312-57, carried out in Years 11 and 12 respectively.

Follow-up to Previous Small-Scale (1973-74) Attitudes of Ontario Public School Teachers Toward Some Aspects of Professional Negotiations and Sanctions

A. Selinger (Educational Administration)
Project No. 3422

> Selinger, A. Militantism and the Professionalization of Teachers. *Comment on Education*, Vol. 7 No. 2, Dec. 1976. 4 - 11.

> Selinger, A. Attitudinal Positions of Ontario Secondary School Teachers Toward Some Aspects of Professional Negotiations and Sanctions. 1988.

> Selinger, A. Professionalism and Unionism. A paper presented to the 8th Annual International Institute on the Community College, June 13 - 16, 1977.

Changing Perceptions of Promotion

A. Brown (Educational Administration)
Project No. 3423

> Rix, E. A. & Brown, A. F. Operative Criteria for Promotion. Presentation to Workshop for Halton Principals and Superintendents. 1976.

Brown, A. F., Rix, E. A. & Cholvat, J. Changing Promotion Criteria. Paper presented at Canadian Educational Research Association, 1977.

Understanding the Phenomena of Reading
R. D. Brackstone (Educational Administration)
Project No. 3424

A Status Study of the M. Ed. Program-Department of Educational Administration (OISE)
J. McCarthy (Educational Administration)
Project No. 3425

Socialization Effects of Integrating Mentally Retarded Children into the Public School System: A Case Study
B. Macleod (Educational Planning)
Project No. 3426

Macleod, B. Socialization Effects of Integrating Mentally Retarded Children into the Public School System: Final Report, 1978.

An Evaluation of the Stability of Grade 13 Marks which are the Major Criterion of Admissions into Ontario Universities
C. Watson & M. Gill (Educational Planning)
Project No. 3427

Watson, C. & Gill, M. An Evaluation of the Grade 13 Marks Which are the Major Criterion of Admission into Ontario Universities. 1977.

Comparative Analysis of Student Records in Local Boards of Education in Canada
E. Humphreys (Educational Planning)
Project No. 3428

TowardExplaining Differences in the Educational Production Function
J. P. Farrell (Educational Planning)
Project No. 3429

Farrell, J. P. Toward Explaining Differences in the Educational Production Function, 1977.

A Cybernetic View of the Primary and Secondary Education System of Ontario: A Case Study

G. Tracz (Educational Planning)
Project No. 3462

Tracz. G. A Cybernetic View of the Primary and Secondary System of Ontario: A Case Study. 1977.

Tracz, G. & Dunlop, D. A Cybernetic View of the Primary and Secondary Educational System of Ontario. Educational Technology, Vol. XVII, No. 10, 41 - 45.

Evaluation of Writing: Senior Elementary Evaluation Project

P. Evans (Field Development: Midnorthern Centre) &
M. Holmes (Field Development)
Project No. 3430

Evans, P. & Holmes, M. Evaluation of Written Expression. 1977.

Evans, P. & Holmes, M. A Positive Response to the Evaluation of Writing. 1977.

Evans, P. & Holmes, M. Evaluation of Writing: Senior Elementary Evaluation Project. 1977.

This is a continuation of work initiated earlier in Year 12 under Project No. 3394.

Evaluating the Effectiveness of a Two-Day Leadership Seminar for Primary Consultants in Kindergarten Programming

C. Nash (Field Development: Midnorthern Centre)
& D. Ireland (Field Development: Ottawa Valley Centre)
Project No. 3431

Nash, C. & Ireland D. Project Report. 1977.

Evaluating the Effectiveness of a Two-Day Seminar for Kindergarten Teachers as a Stimulus to Program Development

C. Nash (Field Development: Midnorthern Centre) &
D. Ireland (Field Development: Ottawa Valley Centre)
Project No. 3432

Nash, C. Davis, J. & Toutont, R. Evaluating the Effectiveness of a Two-Day Seminar for Kindergarten Teachers as a Stimulus to Programme Development: Project Report. 1977.

Evaluation Study of OISE Courses and Graduate Instruction

A. Effrat (Graduate Studies)
Project No. 3433

Women in Canadian History: Bibliography, Archival, Oral Pictorial Sources in the History of Canadian Women

A. Prentice (History & Philosophy)
Project No. 3434

Prentice, A. Light, B. & Royce, M. Archival Materials on Canadian Women. *Canadian Newsletter of Research on Women*, Supplement. Vol. VI, No. 1, February 1977, [illegible] - 214.

Prentice, A. Light, B. & Royce, M. Recent Publications in Canadian Women's History. 1977.

Prentice, A. Light, B. & Royce, M. Final Report. 1977.

This is a continuation of work initiated and reported earlier in Year 12 under Project No. 3398.

A Working Annotated Bibliography on the Black in the North American City

G. Caplan (History & Philosophy)
Project No. 3435

Gilson, E. A Compiled Bibliography (Partial) of Non-White Immigrants. 1977.

A History of Women at the University of Toronto

J. Brown (History & Philosophy)
Project No. 3436

Brown, M. J. "A Disposition to Bear the Ills...": Rejection of a Separate College by University of Toronto Women. 1977.

Toronto Trade Union Education Project

D. Lake (History & Philosophy)
Project No. 3437

Education for Critical Consciousness: A Study of Critical Practices Related to Recent Educational Policy on Multiculturalism

P. Graham (History & Philosophy)
Project No. 3438

A Computer Language Learning Experience for Hearing-Impaired Children
P. Lindsay (Measurement, Evaluation& Computer Applications)
Project No. 3439

Qualitative Evaluation of Curiosity and Experimental Inquiry
W. R. Kenzie (Measurement, Evaluation & Computer Applications)
Project No. 3440

Kenzie, W. R. Assessing and Facilitating Manipulative Curiosity. Paper presented to 1977 meeting of the American Educational Research Association.

This is a continuation of work initiated and reported under Project Nos. 3293, 3337 and 3380.

Microprocessor Kit Evaluation
R. S. McLean (Measurement, Evaluation & Computer Applications)
Project No. 3441.

McLean, R. S. Microcomputer Potential in Education. 1977.

Completion of "Parameters in Minority Urban Ethnic Education: Black Adolescents" and "Parameters in Minority Urban Ethnic Education: East Indian Adolescents"
V. R. D'Oyley (Measurement, Evaluation & Computer Applications)
Project No. 3442

This is an extension of work initiated in Years 11 and 12 under Project Nos. 3277 and 3294.

Initial Planning Grant for Interdepartmental Project on the Dynamics of Violence in the Canadian Family or Household
V. R. D'Oyley (Measurement, Evaluation & Computer Applications)
& A. Keeton (Special Education)
Project No. 3443

TUBES
L. D. McLean (Measurement, Evaluation & Computer Applications)
Project No. 3461

McLean, L. D. It All Comes in a Tube-- Thoughtful Television for Older Children. 1977.

Canadian Communications Research Information Centre. It All Comes in a Tube. Newsletter, Vol. 3, No. 3, 1977

Elargissement géographique de l'enquête sociolinguistique
R. Mougeon (Field Development: Franco-Ontarian Centre)
Project No. 3444

Mougeon, R. The Sociolinguistic Surveys of Welland and Sudbury Francophone Minorities: A Progress Report. 1977.

This is a continuation of work initiated in large-scale Project No. 2351.

Dessin préliminaire d'un curriculum en 8e année (français) à Welland
R. Lamerand (Field Development: Franco-Ontarian Centre)
Project No. 3445

A Comparative Study of Trinidadian and Jamaican Public School Students at School in Their Home Countries and in Toronto Schools
C. Sandy (Sociology)
Project No. 3446

International Research on Women, Work, Education and Participation
M. Eichler (Sociology)
Project No. 3447

This is a continuation of work initiated in large-scale Project No. 3414

Structural and Interpersonal Effects on Assimilation and School Performance: The Case of Chinese Children in Toronto Schools
A. Yeung (Sociology)
Project No. 3448

Limits to Growth of Schooling
D. Livingstone (Sociology)
Project No. 3449

Livingstone, D. W. Limits to the Growth of Schooling: A Data Bank. 1977.

This is a continuation of work initiated in Year 10 under Project No. 3262.

Teachers' Practices for Deciding That Children Are Reading
J. Heap (Sociology)
Project No. 3450

Publication of "Reflections"
R. J. Silvers (Sociology)
Project No. 3455

Publication of this periodical was begun in Year 11 under Project No. 3420.

Development of Dental Prevention Curriculum at the School Level
J. Gilbert (Sociology)
Project No. 3456

This is a continuation of work initiated in Year 11 under Project Nos. 3416 and 3366.

Sex Differences in Illiteracy Rates in Iran
M. Rezai-Rashti (Sociology)
Project No. 3457

Rezai-Rashti, M. Illiteracy Problems in Iran: A Materialistic Analysis with Special Attention to the Problems of Women. Unpublished M. A. thesis, University of Toronto, (OISE), 1977.

Cultural Dependence in Latin-America
J. Gilbert & V. Haralambidis (Sociology)
Project No. 3458

Haralambidis, V. Cultural Dependence in Latin America. Unpublished M. A. thesis, University of Toronto (OISE), 1977.

Social Organization of Knowledge Workshop
R. J. Silvers (Sociology)
Project No. 3459

Critical Theory Workshop
J. Heap & P. Olson (Sociology)
Project No. 3460

Semantic Integration as a Reading Skill in Intermediate Level Students
A. Keeton (Special Education)
Project No. 3451

Keeton, A. Semantic Integration in Intermediate Readers. 1977.

Use of Biogreedback to Reduce Hyperactivity and Improve Concentration in Young School Age Children
R. MacIntyre (Special Education)
Project No. 3452

MacIntyre, R. Project Report. 1977.

Word Identification and Comprehension in Learning to Read
M. Hughes (Special Education)
Project No. 3453

Hughes, M. Final Report: Word Identification and Comprehension in Learning to Read. 1977

GROW (Group for Research on Women)
M. Eichler, J. Newton, (Sociology), A. Prentice, B. Light, (History and Philosophy), J. Wine, M. Smye (Applied Psychology), & C. Reich (Special Education)
Project No. 3454

Eichler, M. GROW paper #3, The Industrialization of Housework, 1976.

Eichler, M. GROW paper # 4, The Prestige of the Occupation Housewife. 1976.

Reich, C. and LaFountaine, H. GROW paper # 1, The Effect of Sex on Careers within Education: Implications for a plan of action. 1976.

Eichler, Margrit. The Prestige of the Occupation Housewife. GROW paper # 5. 1977 (with the assistance of Neil Guppy and Janet Siltanen).

Seller, Maxine, GROW Paper # 7, The Education of the Immigrant Woman, 1890 - 1935. Spring 1977.

McCormack, Thelma. GROW Paper # 9, Machismo in Media Research. 1977.

Trofimenkoff, Susan Mann. GROW Paper # 10, One Hundred and Two Muffled Voices, Canada's Industrial Women in the 1880's. 1977.

Smye, Marti D. & Wine, Jeri D. GROW Paper # 11, A Comparison of Female and Male Adolescents' Social Behaviors and Cognitions: A Challenge to the Assertiveness Literature. 1977.

Eichler, Margrit. Towards a Sociology of Feminist Reseach in Canada. GROW Paper # 6. 1977.

Myhr, Ronald P. GROW Paper # 8, Sex-Role and Counsellor Evaluation. 1977.

O'Brien, Mary. GROW Paper # 12, Hegel: Man, Pnysiology and Fate. 1977.

GROW Staff & Eichler, M. Index of Research on Women and Sex Roles from OISE research projects. 1977

APPROVED FOR FUNDING IN APRIL, 1977 (1ST FUNDING PERIOD, YEAR 13)

Information Resources for Learners
D. Ironside (Adult Education)
Project No. 3484

Continuing Education Policy Development and Implementation
J. Draper (Adult Education)
Project No. 3485

The Individual's Planning Behaviour in Personal Change
A. M. Tough (Adult Education)
Project No. 3486

Tough, A. Progress Report, November 1977.

Tough, A. Major Learning Efforts: Recent Research and Future Directions. 1977.

Analysis of Adult Education Theses in Canada
J. Draper (Adult Education)
Project No. 3487

A Social Conflict Model of Adolescent/Parent Interaction
K. Henderson (Applied Psychology)
Project No. 3525

The Effect of Changes in Self-Report and Psychological Measures of Relaxation on Various Indicators of Psychological Functioning
L. Pass (Applied Psychology)
Project No. 3526

Effectiveness of a Developmentally Based Method of Instruction in Accelerating Children's Acquisition of Conservation
R. Case (Applied Psychology)
Project No. 3527

Development of an Inter-Racial Facial Recognition Test
A. Wolfgang (Applied Psychology)
Project No. 3528

Later Development of Infants in Group Care

W. Fowler & N. Khan (Applied Psychology)
Project. No. 3529

This is a continuation of work initiated in Year 12 under Project No. 3372, and is closely related to a series of externally funded projects.

> Fowler, W. & Khan, N. The Comparative Effects of Group and Home Day Care on Early Development. August 1976. 1976.

Infant Education for West Indian Immigrant Parents

W. Fowler & G. Roberts (Applied Psychology)
Project No. 3530

Homework Project

J. Quarter (Applied Psychology)
Project No. 3531

Particulate Versus Holistic Methods of Instruction in Reading

S. Palef (Applied Psychology)
Project No. 3532

This is a continuation of work initiated in Year 12 under Project No. 3375.

A New Measurement Technique for Determining the Subjective Organization of Linguistic Input

R. Case and M. Kurland (Applied Psychology)
Project No. 3533

Ethnic Identity Study

S. Miezitis (Applied Psychology)
Project No. 3534

Preference for Type of Paraphrase as a Measure of Language Comprehension

P. Gamlin (Applied Psychology)
Project No. 3535

This is a continuation of work carried out and reported in Years 10 and 11 under Project No. 3153.

The Analysis of Cognitive Operations in a Piagetian Based Reading Program

J. Baker & M. Orme (Applied Psychology)
Project No. 3536

Improving Teaching

B. Kilbourn
Project No. 3488

This is a continuation of work initiated in Year 12 under Project No. 3407.

Dissemination and Evaluation of K-6 Estimating Materials

C. Carlow (Curriculum)
Project No. 3489

This is a continuation of work initiated in Year 7 under large-scale Project No. 3115.

Canadian French Research

R. Ullman & M. Balchunas (Curriculum)
Project No. 3490

Guidelines for Writing Development Across the Intermediate School Curriculum

B. Fillion (Curriculum)
Project No. 3491

This is a continuation of work initiated in Year 10 under Project No. 3252.

Towards a Definition of Foundations for Curriculum

F. Rainsberry (Curriculum)
Project No. 3492

Arts and Education

R. Courtney (Curriculum)
Project No. 3493

This is a continuation of work conducted and reported in Years 11 and 12 under Project Nos. 3387 and 3415.

English as a Foreign Language and English as a Second Language: Does the Difference Between the Two Affect Achievement?
P. Allen &C. K. Seshadri (Curriculum)
Project No. 3494

Continuation of Research on the Deanship in Institutions of Higher Education
D. Ryan (Educational Administration)
Project No. 3495

This is a continuation of work initiated and reported in Year 12 under Project No. 3390.

Organizational Sub-Cultures: How Are Their Operative Criteria for Promotion the Same or Different?
A. Brown (Educational Administration)
Project No. 3496

Development of a Grant Formula Designed to Encourage Rational Decision Making by School Boards
L. Bezeau (Educational Administration)
Project No. 3497

Understanding Reading as a Phenomenon
R. D. Brackstone (Educational Administration)
Project No. 3498

This is a continuation of work initiated in Year 11 under Project No. 3424.

Educational Administration in Metropolitan Toronto
E. B. Rideout (Educational Administration)
Project No. 3499

University Organizational Structures
B. Hansen & G. R. Tracz (Educational Planning)
Project No. 3500

Socialization Effects of Integrating Mentally Retarded
B. Macleod (Educational Planning)
Project No. 3501

This is a continuation of work initiated in Year 12 under Project No. 3426.

Impact of Collective Bargaining on University Management Information Systems
G. R. Tracz (Educational Planning)
Project No. 3502

Comparative Analysis, Teacher Organizations/Student Information
E. H. Humphreys (Educational Planning)
Project No. 3503

Zero Base Budgeting
J. Holland (Educational Planning)
Project No. 3504

Delphi Technique and Forecasting
S. Quazi (Educational Planning)
Project No. 3505

Support Staff Planning
J. T. O'Mahoney (Educational Planning)
Project No. 3506

Rate of Student Withdrawal in Ontario Secondary Schools is Relative to Some Selected In-School Variables for Ontario, 1974 - 75
C. Watson & M. Gill (Educational Planning)
Project No. 3507

This study is closely related to large-scale Project No. 5532 - 59.

Occupational Distribution of Hearing Impaired
N. Fiaz (Educational Planning)
Project No. 3508

Further Development of Problem-Solving Test Items
F. G. Robinson (Field Development: Northeastern Centre)
Project No. 3518

This is a continuation of work initiated in Year 12 under Project No. 3395.

Evaluation of a Two-Day Seminar for Primary Consultants in Leadership in Kindergarten Planning
C. Nash (Field Development: Midnorthern Centre) &
H. H. Russell (Field Development: Central Ontario Centre)
Project No. 3519

This is a continuation of work initiated and reported in Year 12 under Project No. 3431.

Nash, C. Evaluation in the Kindergarten Years.
March 1976. 21 pp.

Dissemination of the Interface Study Findings in Eastern Ontario
J. Ross (Field Development: Trent Valley Centre)
Project No. 3520

An Analysis of Youth Participation Environments
D. W. Brison (Field Development: Trent Valley Centre)
Project No. 3521

This is a continuation of work initiated and reported in Year 11 under Project No. 3308.

Follow-up Study on the Progress of Former Tutees in the Students-teach-students Program at Sir Wilfrid Laurier Secondary School and Elizabeth Bagshaw Elementary School (Hamilton)
H. G. Hedges & A. Shynal (Field Development: Niagara Centre)
Project No. 3522

This is a follow-up of work conducted and reported in Year 10 under Project No. 3257.

Analysis of Student Writing and Test Development
P. J. A. Evans (Field Development: Midnorthern Centre)
Project No. 3523

This is a continuation of work carried on in Year 12 under Projects No. 3294 and 3430.

Training Parents to Evaluate Odyssey House Community School
H. G. Hedges (Field Development: Niagara Centre)
Project No. 3524

Course Evaluation and Instructional Development at OISE
A. Effrat (Graduate Studies)
Project No. 3509.

This is a continuation of work initiated in Year 12 under Project No. 3433.

Topics and Figures in the History of Women's Education in Canada
M. Royce (History & Philosophy)
Project No. 3537

Settlement as a Social Process: Curriculum Materials for the Study of 19th Century Ontario Communities
J. Tiller (History & Philosophy)
Project No. 3538

Archival, Oral and Pictorial Sources in the History of Canadian Women
B. Light (History & Philosophy)
Project No. 3539

Moral Education Curriculum Research Project, 1977 - 78
C. Beck (Graduate Studies and History & Philosophy)
Project No. 3540

This is a continuation of work carried on under large-scale Project No. 2110 and externally funded Project No. 5575 -55.

A Local History of Franco-Ontarians in the Eastern Counties
C. Gaffield (History & Philosophy)
Project No. 3541

Archival and Bibliographical Project
I. Winchester & W. Brehaut (History & Philosophy)
Project No. 3542

This is a continuation of work carried on and reported under Projects Nos. 2090 and 3397.

Some Computer Applications to Teaching Hearing Impaired Children
P. Lindsay (Measurement, Evaluation & Computer Applications)
Project No. 3479

This work is closely related to Year 12 Project No. 3439.

Completion of Programming of a Simple Comprehensive Model

R. P. McDonald (Measurement, Evaluation & Computer Applications)
Project No. 3480

McDonald, R. P. A Simple Comprehensive Model for the Analyzing of Covariance Structures. April, 1977. 29 pp.

This work is closely related to large-scale Project No. 3140.

The Development and Running of a Presentation/Workshop on the Breaking Down of Sex-Role Stereotyping which will Travel to Junior and Senior Public Schools in Metropolitan Toronto Areas

M. Smith & C. Pasternak (Measurement, Evaluation & Computer Applications)
Project No. 3481

Adapting the Curiosity-Inquiry Assessment for Teacher Use

W. R. Kenzie (Measurement, Evaluation & Computer Applications)
Project No. 3482

This is a continuation of work initiated and reported earlier under Projects No. 3293, 3337, 3380 and 3440.

A Microcomputer Demonstration Laboratory

R. S. McLean (Measurement, Evaluation & Computer Applications)
Project No. 3483

This is a continuation of work initiated in Year 12 under Project No. 3441.

Joint Research in Economics of Education between OISE and IREDU (Dijon University)

S. Churchill (Research & Development)
Project No. 3546

How Principals View School-Community Relations

G. Cressy (Sociology)
Project No. 3510

Group for Research on Women (GROW)

M. Eichler (Sociology)
Project No. 3511

This is a continuation of work initiated in Year 12 under Project No. 3454. Another segment of the same project is being conducted this year under Project No. 3545. This project received both large - and small-scale funding for Year 13.

Proposal for a Journal of Studies on Underdevelopment
J. Gilbert (Sociology)
Project No. 3512

Reflections: A Journal of Interpretative Sociology
R. Silvers (Sociology)
Project No. 3513

Publication of this periodical has been carried out under Projects No. 3420 and 3455.

Beginners Dance: A Videographic Case Study of Apprenticeship
A. Pirosok
Project No. 3514

Teacher's Practices for Deciding that Children are Reading
J. Heap (Sociology)
Project No. 3515

This is a continuation of work initiated in Year 11 under Project No. 3450.

Education and Indian Economic Development: The Question of an Alternative
M. L. Handa (Sociology)
Project No. 3516

Dental Prevention Curriculum at School
J. Gilbert (Sociology)
Project No. 3517

This is a continuation of work initiated in Year 11 under Projects No. 3416, 3366 and 3456.

Rights of Handicapped Children in Ontario
A. Keeton (Special Education)
Project No. 3543

Development and Production of Two Teacher's Handbooks of Instrumental Enrichment
H. Silverman (Special Education) & H. Narrol (Applied Psychology)
Project No. 3544

This study is related to large-scale Project No. 3347, conducted in Year 12.

Silverman, H. & Narrol H. Instrumental Enrichment: Organization of Dots (A Handbook for Teachers) 1977.

Silverman, H. & Narrol H. Instrumental Enrichment: Comparison (A Handbook for Teachers) 1977.

Group for Research on Women (GROW)
M. Eichler et alia (Sociology)
Project No. 3545

Other segments of this project are being carried out under Project No. 3511.

APPROVED FOR FUNDING IN DECEMBER 1977 (2ND FUNDING PERIOD YEAR 13)

Evaluation, The Arts and Education

D. Abbey (Adult Education) and L. D. McLean (Measurement, Evaluation & Computer Applications)
Project No. 3546

RISE (Research in Supervisor Education): Phase III

D. Abbey (Adult Education) & J. Weiser (Applied Psychology)
Project No. 3547

This is a continuation of work initiated and reported under Project Nos. 3316 and 3365 -A. A further extension has been funded in Year 14 under Project No. 3547.

Professional Development Guide

D. Beatty (Adult Education)
Project No. 3548

Propositional Reasoning: Intuitive Judgment versus Deductive Inference

C. Bereiter (Applied Psychology)
Project No. 3549

This study is an outgrowth of two earlier projects (No. 3384 and No. 3282) concerned with the development of awareness of logical necessity.

The Development of Children's M-Space: A Test of the Automaticity Hypothesis

R. Case (Applied Psychology)
Project No. 3550

Information Processing in Fluent and Beginning Reading

S. Palef (Applied Psychology)
Project No. 3551

This is an extension of research begun and reported under Project Nos. 3375 and 3532.

An Assessment of the Effect of an Adult Sheltered Job Training Program as a Function of Patient Demographic Characteristics
L. Pass (Applied Psychology)
Project No. 3552

A Study in Child Second Language Acquisition
N. Villaroel (Curriculum: Modern Language Centre)
Project No. 3553

Teachers' Instruction in English as a Second Language
C. Chaudron (Curriculum: Modern Language Centre)
Project No. 3554

Instruments and Procedures for Looking at Language in Schools
B. Fillion & J. Weiss (Curriculum)
Project No. 3555

The Task Force as an Instrument for Educational Change
R. Garry (Curriculum)
Project No. 3556

Project cancelled at investigator's request.

A Preliminary Investigation into the Utilization of Industrial Democracy Concepts and Possible Applications in the Governance Systems of Education in Ontario
A. Selinger (Educational Administration)
Project No. 3557

This is an extension of work reported under Project No. 3422 in Year 12.

Running for School Board -- Some Factors Critical to Candidates' Success
R. Townsend (Educational Administration)
Project No. 3558

A Study of the Effectiveness of OISE Service to International Students
D. Wilson (Educational Planning)
Project No. 3559

The Relevance of General Systems Theory, Cybernetic Science and Systems Analysis Techniques to Educational Decision-Making
U. Seto (Educational Planning)
Project No. 3560

Planning Second Language Programs for Immigrants-- A Review of Alternatives in Ontario for the Greek Community
F. Dreliozis (Educational Planning)
Project No. 3561

Waterloo Cooperative Project
J. Davis (Field Development: Midwestern Centre)
Project No. 3562

Revision, Publication and Dissemination of "Research Study Skills" Handbook
H. G. Hedges (Field Development: Niagara Centre)
Project No. 3563

A Constructive Dialogue on the New Reality of Higher Education in Ontario
C. Pascal (Higher Education Group)
Project No. 3564

Images of Assimilation
N. Potter and E. Taborsky (History & Philosophy of Education)
Project No. 3565

This work is closely related to external Project No. 0912-55.

Parkdale Collegiate Institute: A Survey of Student Records 1888-1916
N. Razgaitis (History & Philosophy of Education)
Project No. 3566

GROW (Group for Research on Women)
M. Eichler et alia (History & Philosophy of Education)
Project No. 3567

This is an extension of work conducted and reported under Projects No. 3454 and 3511.

A History of Women at the University of Toronto
J. Brown (History and Philosophy of Education)
Project No. 3568

This is a continuation of work conducted and reported under Project No. 3436.

Freedom of Information, Privacy and the Need for Education Records
R. Ragsdale (Measurement, Evaluation & Computer Applications)
Project No. 3569

Potential of Personal Computing in Secondary Education
R. S. McLean (Measurement, Evaluation & Computer Applications)
Project No. 3570

Bibliographic Review on Recent Developments in Scaling and Related Areas
S. Nishisato (Measurement, Evaluation & Computer Applications)
Project No.3571

Computer Facilitation of Writing
P. Lindsay & R. Wolfe (Measurement, Evaluation & Computer Applications)
Project No. 3572

Guidelines for ATI Studies
R. Ragsdale (Measurement, Evaluation and Computer Applications)
Project No. 3573

Two Thirds: A Journal of Underdevelopment Studies
J. Gilbert et alia (Sociology)
Project No. 3574

This is a continuation of Project No. 3512.

An Assessment of Certain Sociological Effects of French Immersion Programs in a Northern Ontario Community
P. Olsen (Sociology)
Project No. 3575

Education and Occupational Expectations: The Effects of Sex, Class and Self-Concept
X. Calliste (Sociology)
Project No. 3576

A Study of West Indian Students in Toronto Schools: Research and Audio-Visual Presentation
C. Sandy (Sociology)
Project No. 3577

Adult Education in Literacy: An Evaluation of the Costs of Government Programs and an Alternative (The Ghandian Method)
M. Handa (Sociology)
Project No. 3578

Handa, M. L. Integrated Development: Mass Education and Participation as a Strategy for Development. Paper presented to International Conference on Adult Education and Development, Dar Es Salaam, 1977.

A Survey of the Special Educational Needs of Native Children in Four Northern Communities
I. Davidson & A. Keeton (Special Education)
Project No. 3579

Implementing Instrumental Enrichment with Multiply-Handicapped Children
M. Waksman (Special Education)
Project No. 3580

The Development and Production of a Teachers' Handbook of Instrumental Enrichment-- Analytical Perception
H. Silverman (Special Education) & H. Narrol (Applied Psychology)
Project No. 3581

This is an extension of work carried out under Project No. 3544 and is closely related to externally funded Project No. 5046-52.

EXTERNALLY FUNDED PROJECTS
COMPLETED IN YEAR 12
(MAY 1, 1976 - APRIL 30, 1977)
SUBSEQUENT TO PUBLICATION OF
YEAR 12 REPORT

FUNDED BY CANADA COUNCIL

Personality Development in Secondary School
D. E. Hunt (Applied Psychology)
Project No. 0307-52

Hunt, D. E. & Butler, L. F. Personality Development in Secondary School: Final Progress Report. 1976

Monitoring Second Language Learning: A Pilot Study
H. H. Stern (Curriculum: Modern Language Centre)
Project No. 0328-57

Bialystok, E. & Frohlich, M. Aspects of Second Language Learning in Classroom Settings. 1977.

Language, Cognition and Instruction
D. R. Olson (Applied Psychology)
Project No. 0342-52

Olson, D. R. & Nickerson, N. Language, Cognition and Instruction. Final Report to Canada Council. 1977.

FUNDED BY ONTARIO MINISTRY OF COLLEGES AND UNIVERSITIES

CAI: Basic Electricity
G. F. Scott (Measurement, Evaluation & Computer Applications)
Project No. 0013-54

Lomberg, E. S. (Ed.). Computer-Assisted Instruction for Colleges of Applied Arts and Technology: CAI Electricity (Field Trials Version 1). Toronto: OISE Department of Measurement, Evaluation & Computer Applications, 1975.

CAI: Accounting
G. F. Scott (Measurement, Evaluation & Computer Applications)
Project No. 0014-54

The actual courseware constitutes the output of this project.

CAI; Chemistry
G. F. Scott (Measurement, Evaluation & Computer Applications)
Project No. 0015-54

The actual courseware constitutes the output of this project.

Class of '72 Enters the Labour Market
E. B. Harvey (Sociology)
Project No. 0331-62

Findings were reported to the funding Ministry.

A Review of Admission Criteria and Selection Procedures for Diploma Nursing Programs in Colleges of Applied Arts and Technology
G. F. Scott & E. Weinstein (Measurement, Evaluation & Computer Applications)
Project No. 0353-54

Weinstein, E. L. & Brown, I. A Review of Admission and Selection Procedures for Diploma Nursing Programs in Colleges of Applied Arts and Technology. 1976.

Weinstein, E. L. Brown, I. Literature Review and Annotated Bibliography. 1976.

Weinstein, E. L. Brown, I. & Wahlstrom, M. A Review of Admission and Selection Procedures for Diploma Nursing Programs in Colleges of Applied Arts and Technology, Phase A: Program Survey and Recommendations. 1976.

Brown, I., Weinstein, E. L. & Wahlstrom, M. A Review of Admission and Selection Procedures for Diploma Nursing Programs in Colleges of Applied Arts and Technology, Phase B: Literature Review and Annotated Bibliography. 1976.

FUNDED BY ONTARIO MINISTRY OF COLLEGES AND UNIVERSITIES
& ONTARIO MINISTRY OF EDUCATION

The Secondary-Post-Secondary Interface Study: Part Two -- Nature of Students
R. E. Traub (Measurement, Evaluation & Computer Applications)
Project No. 5563-50

Russell, H. H., Wolfe, C., Evans, P., Wolfe, R., Traub, R. & King, A. Programs and Student Achievement at the Secondary-Post-Secondary Interface: Interproject Analysis Summary (English & French). 1977.

Traub, R., Wolfe, R., Wolfe, C., Evans, P., & Russell, H. H. with Summary by K Wayne. Summary (English & French): Secondary-Post-Secondary Interface Project II: Nature of Students, Vol. I. 1977.

Traub, R., Wolfe, R., Wolfe, C., Evans, P. & Russell, H. H. with Summary by K. Wayne. Secondary-Post-Secondary Interface Project II: Nature of Students, Vol. 2. 1977.

The Secondary/Post-Secondary Interface: Coordination of Studies
H. H. Russell (Field Development: Central Ontario Centre)
Project No. 5564-50

All outputs for this project are listed under Project No. 5563-50.

FUNDED BY ONTARIO MINISTRY OF COMMUNITY AND SOCIAL SERVICES

Nursery School Support Fund (Manitoulin Island)
G. McDiarmid (Curriculum)
Project No. 0284-57

This project is also funded by the federal Department of Indian Affairs.

Findings were reported directly to funding agencies.

FUNDED BY ONTARIO MINISTRY OF EDUCATION CONTRACT

A Longitudinal Evaluation of Pupil Achievement in Language Arts and Mathematics
H. G. Hedges (Field Development: Niagara Centre)
Project No. 5552-80

Hedges, H. G. Achievement in Basic Skills: A Longitudinal Evaluation of Pupil Achievement in Language Arts and Mathematics. Report to the Ministry of Education. 1977.

This report is the property of the Ministry of Education. All inquiries should be addressed to the Ministry.

A Formative Evaluation of the Ontario Crippled Children's Centre Communication Program
H. Silverman (Special Education)
Project No. 5559-60

Silverman, H. The Formative Evaluation of the Ontario Crippled Children's Centre Symbol Communication Program, Final Report. 1976.

This project is the property of the Ministry of Education. All inquiries should be addressed to the Ministry.

Development of a Classroom Group Symbol Communication Display for Handicapped Children with No Expressive Language
H. Silverman (Special Education)
Project No. 5560-60

Silverman, H. The Development of a Classroom Symbol Display for Physically Handicapped Non-Verbal Children. 1976.

This report is the property of the Ministry of Education. All inquiries should be directed to the Ministry.

The Educational Application of the Ontario Crippled Children's Centre Symbol Communication Module for Other Groups of Exceptional Children
H. Silverman, (Special Education)
Project No. 5561-60

Silverman, H. The Educational Applications of the Ontario Crippled Children's Centre (O.C.C.C.) Symbol Communication Program for Other Groups of Exceptional Children: A Report. 1976.

This report is the property of the Ministry of Education. Inquiries should be directed to the Ministry.

A Study of Factors Involved in Planning for and Implementing Community Involvement: Phase 3
M. Fullan (Sociology) & G. Eastabrook (Queen's University)
Project No. 5562-62

Eastabrook, G. & Fullan, M. Survey of Ontario School Principals: Their Role in Relation to School and Community. Final Report. 1977.

This report is the property of the Ministry of Education. Inquiries should be addressed to the Ministry.

Module Making Project
H. H. Stern (Curriculum: Modern Language Centre)
Project No. 5565-57

Richards, G. R. & Stern, H. H. Report: Teaching Materials for French as a Second Language: A Survey of Fact and Opinion. Toronto: Ontario Ministry of Education, 1976.

Stern, H. H. Review of the Literature: Theoretical Principles". 1976.

Stern, H. H."Mammoths or Modules, "Times Educational Supplement October 1976.

Stern, H. H., Ullman, R. Balchunas, M. and others. French Language Teaching Modules: Report of a Curriculum Research Project. Toronto: Ontario Ministry of Education. 1976.

Ullman, R. A Module Handbook: A Teacher's Guide to Module Development. Toronto: Ontario Institute for Studies in Education. 1977.

Modules:

Ullman, R. & Balchunas, M. De Chez Nous.Toronto: Ontario Institute for Studies in Education, 1975.

Ullman, R., Goodman, S. & Balchunas, M. Gilles Vigneault: l'homme et l'oeuvre. Toronto: Ontario Institute for Studies in Education, 1976.

Argue, V. (in consultation with R. Ullman & M. Balchunas). Devant le Micro. Toronto: Ontario Institute for Studies in Education, 1977.

The Development of a Multi-Media Learning Kit to Explore Some Key Values Related to 7-9th Graders
J. Bradley (History and Philosophy of Education)
Project No. 5566-55

Inquiries about the materials developed should be directed to the Ontario Ministry of Education.

Grant Implications Analysis of Costs of Providing Instruction in French to Students Enrolled in French Language Instructional Units
E. B. Rideout (Educational Administration)
Project No. 5572-51

Findings were reported directly to the Ontario Ministry of Education. Inquiries should be directed to the Ministry.

Cross-National Study of the Relationship Between Educational Policy Goals and Forms of Primary School Finance
E. B. Rideout & L. Bezeau (Educational Administration)
Project No. 5573-51

Inquiries should be directed to the Ontario Ministry of Education.

An Analytical Review of Test Instruments Used in Evaluation of Pupil Achievement and in Communicating Results to Parents
M.Wahlstrom & R. Danley (Curriculum)
Project No. 5578-50

> Wahlstrom, M., Danley, R. & Raphael, D. Measuring Achievement at the Primary and Junior Levels: An Analysis of Tests and Practices in Ontario. A Report to the Ministry of Education. 1977.

This report is the property of the Ontario Ministry of Education. Inquiries should be addressed to the Ministry.

FUNDED BY ONTARIO MINISTRY OF EDUCATION GRANTS-IN-AID

Organization Development Effectiveness in Two Elementary Schools
D. S. Ireland (Field Development: Ottawa Valley Centre)
Project No. 5028-80

> Wolfe, C. & Russell, H. H. Organization Development Effectiveness in Two Elementary Schools. 1976.

Legal Education Issues in Ontario

A. Thomas (Adult Education)
Project No. 5032-53

Department of Adult Education. Attendance at School in Ontario: The Right and the Duty. (Second publication in the series: The Interaction of Law and Education.) Toronto: Ontario Institute for Studies in Education. Department of Adult Education, 1976.

Department of Adult Education. Teacher's Collective Bargaining in Ontario: An Introduction. (Third publication in the series: The Interaction of Law and Education.) Toronto: Ontario Institute for Studies in Education, Department of Adult Education, 1976.

Department of Adult Education. Accidents will Happen: An Inquiry into the Legal Liability of Teachers and School Boards. (Fourth publication in the series: The Interaction of Law and Education.) Toronto: Ontario Institute for Studies in Education: Department of Adult Education, 1976.

Thomas, A. Legal Education Issues in Ontario: Implications for Policy Making. A Final Report. 1976.

A Grade 13 Tutoring Model Employing a Hierarchy of Elementary Thinking Skills

H. G. Hedges (Field Development: Niagara Centre)
Project No. 5034-80

Andrews, H. & Hedges, H. G. A Basic Thinking Skills Tutoring Project. St. Catharines: Niagara Centre, Ontario Institute for Studies in Education, 1976.

Mathematics Evaluation Materials Package (MEMP), Primary

D. Horn (Measurement, Evaluation & Computer Applications)
Project No. 5038-34

A final report on the Primary Division Mathematics Evaluation Materials Package Project was submitted to the Ontario Ministry of Education. The evaluation materials packages themselves are published by the Institute and available from Publications Sales.

Les Attitudes de l'enseignant en salle de classe quand les élèves apprennent la deuxième langue à l'aide de la télévision

R. Lamérand & P. Tracy (Field Development: Franco-Ontarian Centre)
Project No. 5039-50

> Lamérand, R. & Tracy, P. Acceptance by the Classroom Teacher of Television Technology for Second Language Instruction. 1976.

Synthesis Skills for Reading Comprehension

A. Keeton (Special Education)
Project No. 5041-60

> Keeton, A. Toward an Individualized Program for Assessing and Teaching Reading Skills to Children in Grades 1 and 2. 1976.

FUNDED BY HEALTH AND WELFARE CANADA

Development of a Prototype Infant and Preschool Child Day Care Centre in Metropolitan Toronto

W. Fowler & N. Khan (Applied Psychology)
Project No. 0340-52

Although the final report was submitted in August, 1976, operation of the day care centre continued through the first half of 1977.

> Fowler, W. & Khan, N. The Comparative Effects of Group and Home Day Care on Early Development. 1976.

Canadian Newsletter of Research on Women

M. Eichler (Sociology)
Project No. 0361-62

In addition to regular publication of this periodical, a special supplement, "Women -- A Bibliographyof Special Periodical Issues (1960-1975)" was produced.

Subscriptions and inquiries should be addressed to Dr. Eichler, Department of Sociology in Education.

FUNDED BY CANADA WORLD YOUTH

Canada World Youth Program (Evaluation)
D. Wilson (Educational Planning)
Project No. 0320-59

Wilson, D. N., Bryans, W., Fielder, J. & Ruggles, R. Final Report of the Evaluation Team of Canada World Youth. 1976.

FUNDED BY CANADIAN HABITAT SECRETARIAT

Student Habitat Conference-Human Settlements: Limitations and Possibilities
J. Londerville (Research & Development) & J. Armstrong (Conference Office)
Project No. 0912-50

Human Settlements: Limitations and Possibilities. Report of the Student Habitat Conference, 1976.

FUNDED BY COUNCIL OF ONTARIO UNIVERSITIES

COU University Testing Program 1975-1976
V. D'Oyley (Measurement, Evaluation & Computer Applications)
Project. No. 0323-54

Findings were reported to the Council of Ontario Universities.

FUNDED BY EDUCATIONAL CONSULTANTS OF CANADA

The Costs of Providing Instruction in French to Students Studying French as a Second Language
E. B. Rideout (Educational Administration)
Project No. 0355-51

This contract covered provision of Dr. Rideout's services to the funding agency.

FUNDED BY KIWANIS CHARITY FUND

Experimental Summer Program for Deaf Children of School Age
I. Davidson (Special Education)
Project No. 0352-60

Findings were reported directly to the funding agency.

FUNDED BY LAKEHEAD BOARD OF EDUCATION

Analysis of Administrative Organization
R. Farquhar & T. Williams (Educational Administration)
Project No. 0334-51

Findings were reported directly to the funding agency.

FUNDED BY LAKEHEAD UNIVERSITY

Relative Effectiveness of Several Delivery Systems for University Extension Courses: Phase 1
H. H. Russell (Field Development: Central Ontario Centre)
& R. E. Traub (Measurement, Evaluation & Computer Applications)
Project No. 0336-80

Findings were reported directly to the funding agency.

FUNDED BY MAYDA INDUSTRIES

Assessing and Developing Cognitive Potential in Vocational High School Students
H. Narrol (Applied Psychology)
Project No. 0322-52

There were no reporting requirements. This project is closely related to internally funded small-scale Project No. 3287 and externally funded Project No. 5046-52, both conducted during Year 12.

FUNDED BY ONTARIO ASSOCIATION OF MARRIAGE AND FAMILY COUNSELLORS

Survey of Marriage and Divorce Counselling Services in Ontario
D. Brundage (Adult Education)
Project No. 0338-53

Brundage, D. Report of a Survey to Study the Extent and Nature of Marriage and Divorce Counselling in Ontario. Toronto: The Ontario Association of Marriage and Family Counsellors & Ontario Institute for Studies in Education, 1976.

FUNDED BY THE ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY

The Sunrunners-Videotape Program
L. D. McLean (Measurement, Evaluation & Computer Applications)
Project No. 0304-56

Materials to accompany video series constituted the output of this project.

FUNDED BY PETERBOROUGH-VICTORIA-NORTHUMBERLAND AND NEWCASTLE ROMAN CATHOLIC SEPARATE SCHOOL BOARD

A Study of Special Education Services in the Four Counties Jurisdiction
M. Holmes (Field Development)
Project No. 0333-80

Findings were reported directly to the funding agency.

FUNDED BY WELLINGTON COUNTY BOARD OF EDUCATION

Wellington County Curriculum Project
T. B. Greenfield (Educational Administration)
Project No. 0318-51

There were no reporting requirements.

FUNDED BY WINDSOR BOARD OF EDUCATION

Windsor Early Identification Project
K. G. O'Bryan (Applied Psychology)
Project No. 0012-52

O'Bryan, K. G. The Windsor Early Identification Project. Toronto: Ontario Ministry of Education, 1976.

EXTERNALLY FUNDED PROJECTS
WHICH WERE COMPLETED OR IN PROGRESS
DURING YEAR 13

FUNDED BY CANADA COUNCIL

Canadian Journal of Education
R. Ragsdale (Measurement, Evaluation & Computer Applications)
Project No.0302-56 & Project No. 0370-54

This journal is also funded in part by the Canadian Society for the Study of Education.

Cognitive and Linguistic Development in Preschool Children
R. Case (Applied Psychology)
Project No. 0372-52

This study is designed to gather new data on intellectual development in the preschool years. Its particular focus is on exploring the hypothesis that the changes observed in a number of diverse areas can be explained by examining the underlying change which occurs in a much more basic capacity, the child's short-term memory (STM). The study will involve : (1) an examination of the growth of STM (which includes the development and administration of a battery of theoretically adequate tests of STM); (2) the determination of the role of STM in cognitive-manipulative tests; and (3) the determination of the role of STM in linguistic performance. Growth in STM has already been shown to explain many of the diverse changes which occur in the elementary school years, and the present study involves making comparable investigations of the preschool period. This will provide a more unified basis for understanding the differences, similarities, and dependencies which exist between preschool and elementary school development, and may provide a more adequate basis that was previously available for the planning of preschool and enrichment curricula.

International Intervisitation Program '78
Department of Educational Administration
Project No. 0369-51

This project is also funded in part by the W. K. Kellogg Foundation.

Information Processing in Fluent and Beginning Reading
S. Palef (Applied Psychology)
Project 0374-52

This project will investigate the reading process with a view to improving current methods of teaching reading. At the present time, educators are divided about whether to teach children to read letter-by-letter or in terms of whole words, while psychologists are divided about whether the fluent reader deciphers letters and constructs words from them or reads whole words and phrases at once. This project will assume that the skilled reader engages in both processes in a cooperative fashion, using all of his sources of knowledge simultaneously to make the reading process as efficient as possible. Three experiments are planned, one with adults who are fluent readers, one with children of different ages, and one with poor readers. In each experiment, people will read material which is inverted. This special transformation is intended to slow down the reading process so that it can be studied more easily. In each case, people will be trained to read the unfamiliar material in various ways and then will be tested on complete text in the unfamiliar orientation. The units of instructions are letters, syllables, unordered words, phrases or whole passages.

Sex, Ethnicity and Socio-Economic Background: Effects on Access to and Choices within Post-Secondary Education Over Time

E. B. Harvey (Sociology)
Project No. 0906-62

During the past decade growing attention has been paid to equality of access to post-secondary education, for in Canada it remains an important means to the maintenance or improvement of social status. The analysis of changing patterns of access to post-secondary education is one important way of analysing the stratification process of a society and, ultimately, permitting equal opportunity for persons of both sexes and from all socioeconomic and ethnic backgrounds, to compete for higher level positions in society. The study will employ data gathered--in 1968 and 1974 -- in two nationally representative studies of post-secondary students in Canada in order to investigate what changes, if any, have occurred over time in the accessibility of post-secondary education to students and in the types of programs entered.

Language, Cognition and Instruction (Continuation)

D. R. Olson (Applied Psychology)
Project No. 0909-52

This project continues the investigation, in progress for the past seven years, of the relations among language, cognition and instruction. The investigation began with the assumption that since language is the primary means of schooling and the primary instrument of socialization generally, an understanding of the processes involved in language comprehension and language development would throw some light on the nature and consequences of schooling. The investigator has been concerned with the differences between ordinary oral conversational language and the language children encounter in schools (namely, explicit prose text). He views children's language and cognitive development in the school years as largely the mastery of this specialized literate language code, and is concerned with the processes of comprehension as children become literate. The present project is intended: (a) to add to and refine the evidence for his hypothesis that the acquisition of literacy develops a competence with a reliance upon the literate meaning of statements and of the implications that follow from statements, and (b) to demonstrate that this reliance results in some of the habits of mind that are characterized as adult intelligence. Specific experiments to be conducted fall into three categories: sentence verification experiments; the collection and analysis of children's oral and written transcripts; and questionnaire-answering tasks with children.

Images of Assimilation

E. Taborsky & H. Troper (History & Philosopy)
Project No. 0912-55

This was a direct grant to Ms. Taborsky, a student, through the Canada Council Explorations Program.

This project will produce four ten-minute slide-tapes and video-tapes exploring immigration in Ontario. The films will deal with four thematic topics -- "Popular Images", "The Ideology of Movement", "The Land and the Immigrant", and "The Immigrant and Time" -- rather than providing an historical analysis of any one group. In producing these materials, project stall fill (a) make use of available historical resources and oral interviews in archives, and (b) tape interviews and take photographs. The materials will visualize and analyse the historically changing ideology of immigration and the changing nature of its actual occurrence.

Canadian Journal of Education (Continuation)

R. Ragsdale (Measurement, Evaluation & Computer Applications)
Project No. 0913-54

FUNDED BY THE (ONTARIO) COMMISSION ON DECLINING SCHOOL ENROLLMENT(C.O.D.E)

C.O.D.E. Basic Research Project

C. Watson (Educational Planning)
Project No. 0606-59

This study is the most extensive of those done by OISE for the Commission on Declining School Enrollments. It involves the preparation of statistical tables and the gathering and manipulation of data. In addition, it involves the preparation of brief reports, projections, maps and graphs relating to the basic data on population, enrollment, teachers, administrators, building and costs required by the Commission for use in demonstrations at conferences, meetings and hearings.

Study of the Recent Historical Development of Teacher Training in Ontario

W. Brehaut (History & Philosophy)
Project No. 0607-55

This project will study teacher education in Ontario from 1847 to the present, with particular emphasis on the more recent period of rapid expansion of training facilities (that is, the last two decades). Data will be obtained through a variety of library sources (e.g. Hope Commission Report, McLeod Committee Report) and through interviews with Ontario teacher educators and administrators. The report on the study will include a review of all available literature relating to teacher education in Ontario as well as historical statistics on the training of teachers.

Effects of Declining Enrollment on Non-Certified Staff

S. Lawton (Educational Administration)
Project No. 0608-51

A variety of information concerning the effects of declining enrollments on non-certificated staff will be collected and provided to the Commission on Declining School Enrollment in Ontario. Project staff will: (1) develop a uniform categorization scheme for staff in positions not requiring teacher certification in Ontario school boards; (2) describe trends for the employment of non-certificated staff over the past ten years; (3) project future trends in employment of such staff; (4) assess the effect, in a given board, of a substantial number of factors (e.g. number of students, staff turnover) on past and future trends in employment of such staff; and (5) assess impact of retrenchment of non-certificated staff, specifically with respect to job opportunities, pension losses, and re-training opportunities.

Special Library Services to Commission on Declining School Enrollment

S. Wigmore (Library)
0610-46

This contract involves : (1) providing bibliographic services to investigators conducting two of the other studies for the Commission on Declining School Enrollment in Ontario; (2) deciding on a format for the precis being prepared and the appropriateness of the ONTERIS format and (3) completing other specific tasks as required by the Commission.

Task Force: Finance

J. Holland (Education Planning)
Project No. 0611-59

This Task Force will advise and assist the Commission on Declining School Enrollment, especially concerning the cost of implications (a) of the changing levels and patterns of enrollment and (b) of the implementation of any course of action that may be recommended by the Commission. In this capacity, it will make use of the skills, experience and information of its members and recruit the cooperation of other experts on public finance, or educational finance and, where necessary, on the organization and administration of education in Ontario.

Report on Women Teachers

D. Smith (Sociology)
Project No. 0612-62

This project will draw together into a single report material concerned with women teachers which has been collected by various other CODE projects. In addition to providing this summary of information about women teachers, the project will: (1) provide historical background and contemporary information on overall labour market and labour force trends relevant to women; (2) make an estimate of probable developments; and (3) identify specific problem areas.

The Effects of Declining Enrollment on School Board Administration Organization and Staffing

J. G. Scott et alia (Educational Administration)
Project. No. 0613-51

This study will: (1) identify and analyse current policies in use by Ontario school boards that deal with administrative organization and structure in a period of declining enrollments; (2) identify and analyse strategies employed or being developed by school boards that hold the possibility of a rational approach to the fact of decline as it affects administrative organization and structure; (3) develop alternative policies and strategies that will assist boards in responding to the facts of decline; and (4) identify and examine issues relating to the demand for and the training of administrators in a period of retrenchment. In addition to examining the research literature and written policy statements, project staff will conduct interviews with a sample of twelve school boards, selected according to several criteria (such as size, degree of decline).

Review of Reports on the Financial Implications of Declining School Enrollments
E. B. Rideout (Educational Administration)
Project No. 0614-51

The investigator will: (1) provide a precis or large abstract of the main findings and recommendations of a set of reports arising out of his Ministry of Education contract entitled "Educational, Social and Financial Implications to School Boards of Declining Enrollments" and of a set of seven interim reports issued by the Committee on the Costs of Education; and (2) prepare an annotated bibliography of other significant reports in Canada and the U.S.A. that bear on the financial problems arising as a result of declining enrollments; and (3) obtain from the provincial governments documents pertaining to ways they are dealing with, or proposing to deal with, financial implications of declining enrollments and then prepare an annotated bibliography on these documents.

Curriculum Task Force Sub-Project
S. Padro (Educational Planning)
Project No. 0616-59

This investigator will provide models of statistical and content analysis to the Task Force.

Teacher-Graduate Follow-Up Study
C. Watson & B. Wolfe (Educational Planning)
Project No. 0617-59

This study is designed to gather information for the Commission on Declining School Enrollment in Ontario concerning recent graduates (since 1970) of Ontario teacher training programs who did not enter the teacher force of the province by obtaining employment with an Ontario board of education. The graduates will be surveyed by mailed questionnaire. Telephone interviews, to increase the number of responses and to amplify information received, will follow.

The Effect of Declining Enrollments upon Principals and Vice-Principals with Implications for Alternatives

A. Brown (Educational Administration)
Project No. 0618-51

This project will gather a variety of types of data-- demographic development, dynamic and comparative-- to come up with inferences, suggestions and recommendations for the Commission on Declining School Enrollment in Ontario concerning the effects of declining enrollment upon principals and vice-principals. Methods involved in the study include: (1) using data available from computer tape; (2) administering questionnaires to a stratified sample of principals and vice-principals; (3) carrying out structured interviews with a number of principals and vice-principals and with other educators whose roles affect or are affected by them; and (4) examining a variety of bibliographic sources.

Educational Needs and Learning Conditions of Adult Learners

D. Ironside & L. Davie (Adult Education)
Project No. 0619-53

This project involves the documentation of what North American research and field experience has discovered (1) about the learning needs of some or all of these groups of adult learners -- women, the under-educated, the aging, career shifters, native Canadians, the disabled -- and (2) about the particular conditions under which these learners seek or accept continuing education. The project will involve, first, conducting an introductory study to prepare an overview of adult education in Ontario; this will outline programs, agencies, finances and rate of learner participation. In addition, through literature searches,, the project will retrieve and analyse the many need -identification studies made during the last five years. Population projections will be made and studies related to participation characteristics of various groups will be analysed and compiled.

Transition to Teaching Adults

J. Draper (Adult Education)
Project No. 0620-53

One source of teachers for continuing education programs consists of those trained as elementary and/or secondary school teachers. Little is known about the changes in attitude, teaching styles and interpersonal relations which occur as teachers change from teaching children/youth to teaching adults. This project is designed (1) to offer guidelines on how to facilitate the transition from teaching one group to teaching the other and (2) to present, as far as data permit, projected estimates on adult enrollments and teacher-manpower required in the foreseeable future. In determining such guidelines, the investigators will consider: the kind of resources that are required; institutions that should be primarily responsible for "re-training" these teachers; and some of the major curriculum areas that are central to this "re-training". Data in the study will be collected from those institutions that have sizable adult continuing education programs and that employ teachers who have been trained as elementary/secondary school teachers; specifically, Colleges of Applied Arts and Technology and Public School Boards will be involved.

Challenge and Change

A. Thomas and D. Ironside (Adult Education)
Project No. 0621-53

This project will: (1) present a brief based on the data collected by the three other studies related to adult education conducted for the Commission; (2) discuss the changes required in school facilities, teacher training and experience, administrative and hiring practices, financial resources, and school funding for the education needs of the specific adult populations to be met by the existing education structure; and (3) offer specific recommendations regarding possible deployment of resources in the existing, elementary, secondary and teacher training sectors of education into continuing education.

Cooperative Teacher Graduate Study

C. Watson & M. Gill (Educational Planning)
Project No. 0622-59

This survey of teacher graduates is intended to provide evidence which will supplement the statistical flow/destination/career data available from various computer files and the data which will be generated by a career/

follow-up study being conducted by Brian Wolfe under the direction of Dr. C. Watson. The evidence to be collected will consist of self-reported perceptions as to motivations for taking teacher training, commitment to teaching, job search and career satisfaction of those who(a) entered teaching upon graduation and stayed in the profession, (b) entered teaching but left prematurely, and (c) never entered the teaching profession.

FUNDED BY ONTARIO MINISTRY OF COMMUNITY AND SOCIAL SERVICES

Paraprofessional Outreach Program

M. Garber (Special Education)
Project No. 0604-60

This program is designed to (a) train parents of developmentally handicapped children to manage the behaviour of their children and (b) train such parents to teach Interpersonal Cognitive Problem Solving skills to the siblings of the developmentally handicapped children, with the objective of maximizing the normalized experience of developmentally handicapped people by providing a more effective family support system. Trained and supervised paraprofessionals will visit the families of developmentally handicapped children in their homes to do this training. Project staff will also consult with teachers and community agencies who are involved with the children and will evaluate the effectiveness of the program.

Infant Stimulation Program

D. Shipe (Special Education)
Project No. 0615-60

In this project, OISE, in cooperation with the Canadian Mothercraft Society, will set up an infant stimulation program for 18 children: (a) who have been identified as being " at environmental risk"; (b) who are less than 12 months of age; (c) whose family status is low on the socio-economic scale; and (3) whose mother's intelligence quotient has been identified as being below 80. The project will involve providing two types of service: (1) day care plus home training for 6 children on a daily basis; and (2) a home training program for 12 children twice weekly. The second program in particular, will stress teaching the mother to become a more effective mediator for her child. The project will also involve (a) evaluation, in comparison with a control group, of children of both types of program; (b) assessment of the impact of the programs on the parents; (c) development of specific curriculum activities and a teacher's manual; and (d) provision of appropriate setting for graduate students. Information obtained in the study will permit planning of optimal programming for at-risk infants.

FUNDED BY ONTARIO MINISTRY OF EDUCATION CONTRACTS

Ontario Secondary School Dropout Study
C. Watson (Educational Planning)
Project No. 5532-59

The purpose of this study was to provide the main research evidence for the Ministry Task Force on Dropouts. The report looks into the volume of loss of all Ontario secondary school students who failed to complete their courses of study and examines their characteristics, geographical distribution, reasons for leaving, and plans. The research extended for a full twelve-month period, from September 1974 to September 1975, to study both dropouts (students who registered but failed to complete the course) and "no shows" (students who indicated the intention in June to register but failed to "show" in September).

Watson, C. Ontario Secondary School Dropout Study, 1974-1975. Toronto: Ontario Ministry of Education, 1976.

(available in microfiche only from Ontario Government Bookstore; bound copies are available on loan from Regional Offices of the Ministry of Education.)

This project is now completed.

Educational, Social and Financial Implications to School Boards of Declining Enrollments
E. B. Rideout (Educational Administration)
Project No. 5555-51

Rideout, E. B. Murray, J. S., Sylvester, C., Harris, M. & Shanahan, L. Educational, Social and Financial Implications to School Boards of Declining Enrollments. Toronto: Ontario Ministry of Education, 1977.

This project is now completed.

The Effects of the Teacher's Strike on Metropolitan Toronto Students
D. W. Brison (Field Development: Trent Valley Centre), M. Fullan (Sociology), C. Watson (Educational Planning) & M. Holmes (Field Development)
Project No. 5571-50

The objectives of the study are: (a) to determine what impact the strike had on the retention and student flow, and on student levels of achievement in basic subject disciplines; (b) to reveal the perceptions of students, parents, teachers, administrators and trustees of the impact of the strike on students; (c) to consider the effects of the strike on those students entering university and other post-secondary institutions; and (d) to study the effects of the teachers' strike on the students during the school years 1975-76 and 1976-77.

The Costs of Providing Instruction in French to Students Enrolled in French Language Instructional Units
S. Churchill (Research & Development)
Project No. 5568-50

Churchill, S. Educational Services for Franco-Ontarians: A Comparative Analysis of Differential Costs and Services in Selected Ontario School Boards. Toronto: Ontario Ministry of Education, in press.

This project is now completed.

Education Information System for Ontario: Phase II

S. Lawton & E. Auster (Educational Administration)
Project No. 5567-51

Lawton, S. & Auster, C. Educational Information System for Ontario, Second Interim Report to the Ministry of Education. 1977.

This report is the property of the Ontario Ministry of Education. Inquiries should be addressed to the Ministry.

This segment of the project is now completed.

A Comparative Evaluation of Teaching French as a Second Language Per Se and through Géographie (Geography) in Grades 3 to 8

C. Nash (Field Development: Midnorthern Centre)
Project No. 5574-80

This study incorporates work begun in 1974-75 for the North Shore Board of Education in preparation for criterion-referenced evaluation of their planned Géographie programme (a programme designed to replace a discrete French class as the vehicle for French instruction). The study is designed: (1) to describe the steps in deriving criterion-referenced assessment procedures within the process of developing a curriculum for French as a second language; (2) to determine the feasibility of setting objectives, for students in non-immersion classes, that involve their increasing in competence and confidence in using French to the point of being able and willing to speak it outside of classroom and school; and (3) to determine the effectiveness of teaching French through a specific subject area in comparison with traditional oral programs.

The Moral Education Project -- Year 5

C. Beck (Graduate Studies) E. V. Sullivan (Applied Psychology) & C. Boyd (History & Philosophy)
Project No. 5575-55

The final phase of this ongoing project investigated: (1) the effectiveness of the morals/values discussion materials currently being used in teacher education institutions and in the schools; (2) the effectiveness of the "values discussion" method of teaching; and (3) the kind of morals/values education materials which should be developed in order that morals and values can become an integral part of the curriculum in the schools.

The focus of this year's activity was on the detailed operationalization of the approach developed in Dr. Beck's numerous writings in the moral education field. Members of the project staff worked with a small number of teachers at various levels (from primary through secondary), meeting several times a week on a one-to-one basis. Together they developed materials in a number of different curriculum areas which incorporate the "ultimate life goals" approach.

Beck, C., Boyd, D. & Sullivan, E. V. The Moral Education Project (Year 5): Curriculum and Pedagogy for Reflective Values Education. 1978

(This report is the property of the Ontario Ministry of Education. Inquiries should be directed to the Ministry.)

Sullivan, D. V. Kohlberg's Structuralism: A Critical Appraisal. (Monograph Series/15.) Toronto: Ontario Institute for Studies in Education, 1977.

This project is now completed.

Projections of Enrollment and Teacher Supply

C. Watson (Educational Planning)
Project No. 5576-59

Watson, C. Report of the All-Ontario Enrollment Projections (August 1977). 1978.

This report is the property of the Ontario Ministry of Education. Inquiries should be directed to the Ministry.

Educational Information System for Ontario: Phase III

S. Lawton & E. Auster (Educational Administration)
Project No. 5577-51

This is the third phase of a study, initiated in 1975, of a computer-based information system, the Educational Information System in Ontario (EISO). The system provides three types of service: (1) computerized retrieval of bibliographic references from five data bases; (2) duplication of original reports and articles available on microfiche and paper; and (3) the training of Educational Information Consultants in different organizations, most of which are located in the Ministry of Education's Northeastern Region. The developmental component of the project has been completed;

the present contract includes service and research components. Service aspects will include: the production of approximately 600 computer-based bibliographies for Ontario educators; reproduction of materials located via EISO searches; dissemination of information about EISO; purchasing of supplementary materials to facilitate more adequate access to documents in great demand and of microfiche which will ensure higher quality reproduction. Research aspects will include: examining of various strategies associated with search negotiation (the process by which the search analyst determinesthe clients' information needs); monitoring and evaluating the efficiency of the information and retrieval service being provided and determining the utilization of the information received by the educator.

Equivalent Education Status of Immigrants

A. Effrat & M. Harris (Graduate Studies)
Project No. 5579-70

This project is designed to improve procedures and criteria for evaluating applicants to graduate degree programs. At present, assessments are often based on information which is outdated, inadequate and inappropriate; efficient techniques for acquiring relevant information and procedures for dealing with other assessment problems are needed. The present narrow academic criteria used in judging admissibility may deny admission to competent students; this project will develop more flexible, and more just, criteria. Project staff will: (1) compile, for eleven countries, a number of details of the educational systems; (2)compile a useful bibliography and a list of consultants who have particular knowledge of foreign institutions; (3) in light of information obtained, assess the evaluation criteria currently used and make appropriate recommendations; and (4) develop a model to be used in updating the information.

Mastery Learning: Documentation and Analysis of the Implementation of Mastery Learning in an Ontario Second School

D. Ryan (Educational Administration)
Project No. 5580-51

Over the past few years, Benjamin Bloom and his colleagues have been developing and testing the effectiveness of an educational philosophy and technology called mastery learning. The mastery learning strategy involves both formative and summative testing as an integral part, with changes in instructional procedures following this frequent feedback.

Research findings to date provide overwhelming evidence that the vast majority of students can and will master core curriculum at a teacher-predetermined level of mastery. The present contract will extend the study of mastery learning to Ontario. The study will: describe and document the implementation of mastery learning within a particular Ontario secondary school; evaluate the effectiveness of the implementation plan; describe the changes in instructional strategies and behaviors, and the effects on students and teachers as a result of introducing mastery learning; and document some of the implementation programs found at other schools.

Assessment of York University Biology Achievement Test

F. M. Connelly (Curriculum)
Project No. 5581-57

This project is concerned with the assessment of a 212-item Biology Achievement Test for Grade 13 which has been developed by the York University Biology Department in consultation with secondary school teachers.

The investigators have: (1) examined and assessed this test in the light of the provincial curriculum guideline, representative courses of study, and representative textbooks; (2) surveyed teacher opinion on the value of the test, its influence on curriculum and its use in the schools; (3) assessed the extent to which the aims of the testing program are being achieved; and (4) assessed the value of the testing project in the opinions of principals and supervisory officers.

> Connelly, F. M., Ben-Peretz, M. & Enns, R.
> Assessment of the York University
> Biology Achievement Test: A Case Study
> of External Testing in Science. 1978.

This report is the property of the Ontario Ministry of Education. Inquiries should be directed to the Ministry.

This project is now completed.

A Comparative Evaluation of Teaching French as a Second Language Per Se and Through Geography (Géographie) in Grades 3 to 8: Phase II

C. Nash (Field Development: Midnorthern Centre)
Project No. 5582-80

This contract provides for the continuation of work initiated under Project No. 5574-80.

An Analytical Review of Test Instruments Used In Evaluating Student Achievement in the Intermediate Division

M. Wahlstrom (Curriculum)
Project No. 5583-57

This study extends a previous one, conducted by this investigator, which analysed commercially-prepared standardized tests in relation to the objectives of the curriculum guidelines for the Primary-Junior Division, Circular P1J1, The Formative Years. The analysis indicated systematically and comprehensively which objectives were or were not being measured by the items of available standardized tests. The analysis also specified the particular test items which did measure, either directly or indirectly, each objective. Since the new curriculum guidelines for the Intermediate Division will be distributed in the forthcoming school year for implementation in 1978-79, the Ministry of Education requested the present project be conducted in order to provide similar information in relation to the Intermediate guidelines. The research will involve: (1) identifying the commercially prepared standardized tests which are available for use in the Intermediate Division; (2) determining the extent to which items in the commonly-used tests measure the objectives in the curriculum guidelines for Intermediate Division, English, Science, History, Geography, and Mathematics; (3) determining the extent to which the objectives in the guidelines are measured by the commonly used tests; and (4) determining the extent to which test items are not reflected in any objectives.

Projections of Enrollment and Teacher Supply

C. Watson (Educational Planning)
Project No. 5584-59

This project continues work conducted by the investigator under contract to the Ministry of Education. Specifically, the project will include: (1) revision and extension of elementary and secondary school enrollment projections by province, county, and district and for each school board to 1990; and (2) basic research, including analysis of individual records of teachers, to establish trends and to apply these trends and new techniques to the complete recalculation of estimates of teacher supply and demand, secondary teacher estimates by subject area, and teacher demand estimates by board.

Program Evaluation for Ontario School Systems: OISE/Queen's University Study

K. A. Leithwood (Curriculum), R. J. Wilson & A. Marshall
(Queen's University)
Project No. 5585-57

This project will: (1) develop a strategy for the evaluation of school board programs; (2) try out the strategy so developed; (3) develop guidelines for the in-service professional education of school administrators with respect to program evaluation in general and the specific evaluation strategy produced by this project in particular; (4) train school board officials in the use of the evaluation strategy; and (5) outline materials that might subsequently be used in a handbook to describe the evaluation strategy and assist school personnel in using it.

A Study of Factors Operating During the Preschool Years Which Affect the Receptive and Expressive English Language and Social Development of Severely and Profoundly Deaf Children

C. Reich, P. Lindsay & A. Keeton (Special Education)
Project No. 5586-60

Although the research literature on the effects of preschool education of deaf children is inconclusive, it does suggest several general directions for further study. In addition to the primary mode by which the child acquires early language, other home experiences may be just as significant in determining the deaf child's development. The quality of the family's interaction with the child and their acceptance of his or her handicap may be just as important as the communication method chosen. Similarly, the content and program structure of the child's formal educational experiences may be as influential as the method by which it is communicated. This large scale study will investigate a number of individual home and program variables which affect development. The study will follow up to 160 children for four years, between ages 3 and 7, tracing the effects of the seven major combinations of preschool and junior school programs currently offered in Ontario. Children will be tested annually to determine the relative contribution of various individual characteristics, home factors and formal program variables. The main outcome measures will be assessments of the children's language competence, as measured by tests of receptive and expressive language and phonology, evaluation of the children's social interaction skills and maturity, and a determination of their potential for succeeding in formal academic programs.

Analysis of Interface and Grade 8 Essays

P. J. Evans (Field Development: Midnorthern Centre)
Project No. 5587-80

This study is designed to (1) analyse similarities and differences in Interface and Grade 8 essays: (2) compare students' essays at the Grade 12 level with the data obtained from the Interface study conducted in 1976 by OISE; and (3) compare students' essays at the Grade 8 level with data collected from the OISE Intermediate Writing Evaluation Project in 1976-77. Criteria for these comparisons will include syntactic maturity, error counts, and positive characterization (e. g. organization, choice of language, etc.).

Selection of Teacher Candidates: A Systematic Search for Criteria

M.Wahlstrom (Curriculum)
Project No. 5588-57

This project will study (a) the characteristics of teacher candidates which are most significantly related to teacher effectiveness and (b) the selection criteria for admission to teacher training institutions. In addition, it will develop a model for the selection of teacher candidates. By identifying the most important predictors of teaching success, teachers' colleges can markedly improve the efficiency of their selection process.

Instructional Time and Its Relationship to Cognitive Achievement

M. Holmes (Field Development) & R. Wolfe (Measurement, Evaluation & Computer Applications)
Project No. 5589-80

This investigation will consider the importance of instructional time for the academic achievement of learners. It will deal with questions such as: (1) whether instructional time is an important variable for the explanation of such achievement; (2) whether different types of instructional time (scheduled time, length of school year, attendance) have different kinds of effects; or (3) whether different kinds of objectives are differentially influenced by instructional time.

FUNDED BY ONTARIO MINISTRY OF EDUCATION GRANTS-IN-AID

A Study of Chief Executive Officers Employed by Ontario School Boards
B. Brophy & G. McLeod (Educational Administration)
Project No. 5042-51

This study will examine the nature of chief executive officers' (CEOs') work with particular emphasis upon characteristics and content inherent in everyday employment activity. In Ontario, the work environment of CEOs has been rapidly transformed by such matters as teacher militancy, collective bargaining, declining enrollments, fiscal retrenchment, increased administrative unit scale, and demands for community-based involvements in school organization. The study will generate data about the activities of and difficulties encountered by CEOs; the data will provide an empirical basis for decisions pertaining to professional administrative training and to administrator selection and placement. It will suggest means whereby administrative skills may be upgraded and, by identifying routines and work regularities, indicate areas in which information systems and work programming can be utilized to allow CEOs to work in those areas where leadership expertise is essential.

Development and Evaluation of School-Based Assessment and Treatment Approaches for Depressed Children
R. Friedman & S. Miezitis (Applied Psychology)
Project No. 5043-52

Friedman, R. J. Miezitis, S & Butler, L.F. Development and Evaluation of School-Based Assessment and Treatment Approaches for Depressed Children. Phase 1-- 1976/1977. 1977.

An Assessment of Manpower Needs for the Teaching of French to English Speaking Pupils in the Ontario Public School System at the Elementary Level
J. Holland & M. Gill (Educational Planning)
Project No. 5044-59

French programs for English-speaking pupils at the elementary school level are expanding while there appears to be some decline in demand for such programs at the secondary level. These, and a number of other factors,make a study forecasting the needs for instructional and support staff for French programs essential. The study will: review relevant literature; analyse supply and demand information concerning French teachers; and estimate manpower needs for the medium-range future. Results of the study will assist decision makers, at the school administration and teacher education levels, to plan for and provide adequate French programs for elementary English-speaking pupils.

Developpement de matériel pedagogique correctif destiné à l'enseignment du français dans des écoles franco-ontariennes

R. Mougeon (Field Development: Franco-Ontarian Centre)
Project No. 5045-50

L'objectif principal du projet est d'aider à l'amelioration de l'enseignement du français dans les écoles franco-ontariennes en fournissant aux enseignants de français du materiel pédagogique dont le but est d'expliquer et de décrire (origine, cause et fréquence) les erreurs de français et de proposer des remèdes (sous forme d'exercices) à ces erreurs (cf. les deux unités en appendice). Un autre objectif du projet est de fournir aux responsables de la programmation de l'enseignement du français (ministère et conseils scolaires) un diagnostique détaillé (cf. en appendice les deux rapports sur l'acquisition de l'anglais) des difficultés des élèves à plusieurs stades de leur scolarité.

Assessing and Developing Cognitive Potential in Vocational High School Students

H. Narrol (Applied Psychology) & H. Silverman (Special Education)
Project No. 5046 -52

This study was designed to examine the effectiveness of Feurerstein's Instrumental Enrichment Program on the cognitive performance of a group of educationally retarded adolescents.

This research project has two major goals:

a) To demonstrate that culturally disadvantaged children can be taught to think in a much more effective manner than they currently do and that, as their thinking improves, they will benefit significantly more from the learning situation in which they commonly find themselves.

b) To demonstrate that a different, dynamic, active teaching method of testing those children can predict in advance the ease and the extent of cognitive modification in each case. That is, the new testing system will permit an estimate of unused cognitive potential and, possibly, a separable estimate of the ease of actualizing it by means of particular teaching methods in particular cases.

Oral Language Competence and Development of Literacy

D. R. Olson (Applied Psychology)
Project No. 5047-52

This project is concerned with the development of oral language competence through the early school years and with the relationship between this oral competence and the subsequent mastery of literacy skills, particularly the development of reading comprehension. Because of the school's conventional emphasis on the development and measurement of literacy skills, the development of oral language competence and the relation between this oral competence and the development of literate skills remains largely unknown. To make some estimate of the child's oral language competence in the early school years, both children's use of language in the classroom and their ability to understand, remember and draw inferences from oral and written language will be studied. Furthermore, the kinds of information that children can handle most readily from written as opposed to oral language will be examined; that is, the investigators will make some estimate of the kinds of intellectual and interpersonal functions best served by oral language and those best served by written language. Finally, if as is anticipated, these oral language competencies are important to the development of literacy skills, they will make some assessment of the ways in which school environments provide occasions for the development of competence with an oral language.

Formative Evaluation of Curriculum Materials for the Teaching of French as a Second Language

H. H. Stern (Curriculum: Modern Language Centre)
& H. H. Russell (Field Development: Central Ontario Centre)
Project No. 5048-57

The formative evaluation of curriculum materials under development is the central focus of the present proposal. The subject domain is French as a second language and the target population includes a sample of all Ontario students in secondary schools. Through a sequence of instrument development, pilot trials, field trials and extended field trials the project will assure the quality of both the materials and the testing instruments as well as enhance formative evaluation technology.

Assessment of Student Achievement

M. Wahlstrom (Curriculum)
Project No. 5049-57

Wahlstrom, M. & Danley, R. R. *Assessment of Student Achievement: A Survey of the Assessment of Student Achievement in Ontario*. Toronto: Ontario Ministry of Education, 1976.

Wahlstrom, M. & Danley, R. R. *Assessment of Student Achievement at the Intermediate Level*. Toronto: Ontario Ministry of Education, 1977.

This project is now completed.

Relating Assessment of Student Achievement to Curriculum Policy in "The Formative Years" (Ministry Guideline)

M. Wahlstrom (Curriculum)
Project No. 5050-57

To date, this investigator has conducted an in-depth analysis of test instruments used in nine Ontario boards and has systematically related individual items in commonly-used tests to specific objectives presented in *The Formative Years*. The present study will integrate and extend his previous and current research work in order to produce a useful set of procedures, techniques and instrumentation that has direct application at the primary-junior level in Ontario schools. To carry out this practical work, the project will focus on individual objectives suggested in *The Formative Years* guidelines and then work cooperatively with a small group of teachers to document examples of desirable practice to recommend to others. The project staff will work with the staff of one school over a period of one year, so that relevant information from the literature can be integrated with current teacher practice and ideas to produce a set of evaluative procedures and examples.

A Developmental Language Assessment System for Hearing-Impaired Children

C. Reich, A. Keeton & P. Lindsay (Special Education)
Project No. 5051-60

This project will design and validate a Language Assessment Battery (LAB) based on current research findings on the normal sequence of language acquisition. The LAB will tap the receptive language comprehension skills of children over a range of competencies from single word identification skills to the processing of complex propositions and relations. The system will be developed and validated with the severely hearing-impaired and profoundly deaf, although it may have more general application to other language-impaired children. The development of the LAB will be carried out in two phases. The first phase will focus on developing and field testing the assessment methodology and a hypothesized developmental sequence of language acquisition in deaf children. The second phase will concentrate on translating the experimental results of the first phase into a practical, low cost assessment kit that is specifically designed for teacher use in the classroom. This kit will be validated through comparison of performance of hearing-impaired children in a variety of settings. This work will represent the first translation of theoretical studies of the sequence of language acquisition into assessment and instructional tools that have practical application in the special education classroom.

Development and Evaluation of School-Based Assessment and Treatment Approaches for Depressed Children

R. Friedman & S. Miezitis (Applied Psychology)
Project No. 5052-52

This project constitutes the second phase of a study (See Project No. 5043-52) which will develop and validate a screening device to be administered in the classroom for the purpose of identifying children aged 10-12 who are displaying symptoms of depression and, simultaneously, develop school based treatments for these children. The test battery and intervention techniques are related to the investigators' conceptualization of depression as comprising three components: lowered self-esteem; distortion of inference and evaluation; and feelings of hopelessness and helplessness. This year, the investigators plan to refine the test battery developed to date, in order to construct valid and reliable short form which can be completed in 40 minutes in the classroom setting. In addition, they will further their study of school-based treatment approaches with these children. Three studies -- an assessment of the therapeutic effects of both playing and cognitive restructuring, an examination of the teacher-mediated approach, and a pilot study of competency training-- are planned.

An Analysis of Teacher Beliefs in Relation to Procedures for Assessing Student Achievement

M. Wahlstrom & E. Regan (Curriculum)
Project No. 5053-57

This project takes the position that the nature and strength of teachers' beliefs will influence how they interpret provincial guidelines and courses of study which will lead to individual procedures and emphases in the instructional setting. In turn, teachers' beliefs will also influence the nature and extent of procedures and instrumentation used to assess student achievement; this then determines how a single rating is achieved for purposes of reporting to students and parents. The primary purpose of this project is to determine: what beliefs, and their magnitude, are held by teachers with respect to assessment of student achievement; how these beliefs are related to classroom practice, and the agreement between teachers' beliefs and the principles stated or implied in guidelines or courses of study. The project will involve an empirical approach using a) student and teacher questionnaires, b) content analysis of guidelines, courses of study, other policy statements, and evaluation instruments, and c) interview information.

The Teaching and Learning of French as a Second Language in Two Distinct Learning Settings

H. H. Stern (Curriculum: Modern Language Centre)
Project No. 5054-57

This project will investigate the teaching and learning of French as a second language in two settings, i. e., the regular or conventional program, in which French is taught for approximately 40-50 minutes per day, and the unstructured or alternative program, in which the teacher appears to play a subsidiary rather than a directive role. In the study, a Language Teaching Record Scheme and a model of second language learning, presently being developed, will be put to practical application. Data relevant to both teaching and learning will be collected from four grade 11 classes in each setting. The results of the study will provide information about the relation between teaching and learning in various settings, pedagogical differences occurring in certain learning environments, and students' achievement as it relates to learning environment, teaching, and other factors outlined in the model for second language learning.

The Evaluation of Bilingual Education Programs in Ontario

M. Swain (Curriculum: Modern Language Centre)
Project No. 5055-57

One of the major aims of the Bilingual Education Project, initiated in 1970, has been to follow the progress of students in various types of bilingual education programs in Ontario. The present project will continue the longitudinal evaluation of programs in Toronto, Elgin County and Peel County, and, in addition, will explore research issues that have been identified as significant by academics, educators and educational researchers over the past several years. The program evaluation component involves the comparison, through a test battery administered each spring, of pupils in bilingual programs and matched pupils in regular programs. The bilingual education program being investigated in Toronto is a total French immersion program beginning in kindergarten; that in Elgin is a partial French immersion program beginning in Grade 1; that in Peel is a late partial French Immersion program beginning at the Grade 8 level, where approximately 70% of the curriculum is taught in French. The research component includes curricular, psycholinguistic and sociolinguistic studies. The increasing number of bilingual education programs being established reflects the continuing widespread recognition of the need for functional bilingualism; a research basis concerning the effectiveness of such programs is essential so that appropriate decisions can be made. The Bilingual Education Program, through its program evaluation, curriculum evaluation, test development, and dissemination activities, permits educators to make informed judgements about suitable programs and materials.

FUNDED BY ONTARIO MINISTRY OF EDUCATION LEARNING MATERIALS DEVELOPMENT PLAN

Communication en français

S. Churchill (Research and Development) & R. Lamerand
(Field Development: Franco-Ontarian Centre)
Project No. 0375-50

This study involves the development of a series of units, entitled Communication en français, for the teaching of Grade 8 Francais programs in French Language schools. The modules are expected to heighten the student's awareness of his Franco-Ontarian culture and to develop his ability to express himself suitably in whatever situations he finds himself, both verbally and non-verbally, orally and in writing, by increasing his understanding of all the elements of communication.

Personnel from OISE and the Niagara South Board of Education have been meeting for three years to design and develop such units and now have ready experimental versions of two units for Grade 8 plus elements of other units. During the contract period, experimental versions of the remainder of the units will be developed and instruments for evaluation will be designed. The ensemble of units will be tried out and evaluated in classrooms, and revisions will be made on the basis of evaluation results. A second contract will then be sought to cover the costs of final evaluation and revision of the units and of their preparation for publication.

Module Making Project
H. H. Stern (Curriculum: Modern Language Centre)
Project No. 58-04-57

The Module Making Project is an ongoing research and development project (supported by both internal and external funds) which prepares multi-media classroom materials intended primarily for teaching French as a second language for regular(core) programs in elementary and secondary schools. Each module is designed with a specific aim -- to teach a linguistic feature, to present information on a given subject, or to provide an opportunity to use French in an activity. The present grant supports the development of two modules.

L'Anglais Enseigné aux Canadiens-Francais
R. Lamérand (Field Development: Franco-Ontarian Centre)
Project No. 5803-50

Lamerand, R. Projet soumis au premier concours
du Ministere de l'Education portant le titre:
Plan de préparation de matérial d'apprentissage. 1978.

(A complete set of textbooks provided as appendices).

FUNDED BY DEPARTMENT OF THE SECRETARY OF STATE, LANGUAGE PROGRAMS BRANCH

Working Papers on Bilingualism
M. Swain & C. Chaudron (Curriculum: Modern Language Centre)
Project No. 0365-57

This grant supports the continued publication of Working Papers on Bilingualism/Travaux de Recherches sur le Bilingualisme, edited by Merrill Swain and Craig Chaudron. In 1977, four issues of this journal will be published. They will include articles in English or French from a number of fields -- bilingual education, linguistics, psycholinguistics, sociolinguistics, neurolinguistics and others -- that have some bearing on the development and/or use of bilingual skills. This journal, as has been shown over the past few years, plays an important role for those involved in research and theory in the areas of bilingualism and bilingual education, both within Canada and in a large number of other countries. In addition to including contributions from prestigious researchers from Canada and abroad, it has served as a medium of dissemination work done at OISE in both the Modern Language Centre and the Franco-Ontarian Centre.

Analysis of the Resources Required for Second Language Teaching and Minority Language Education

S. Churchill (Research & Development), E. B. Rideout &
T. B. Greenfield (Educational Administration)
Project No. 0808-50

This project involves the development of a long-term research program to be aimed at investigating and synthesizing information on resource requirements for second language teaching and for minority language education in a variety of environments in both Manitoba and Ontario. The investigation will draw on existing data and, where necessary, collect new data in order to identify human, financial, and time requirements for a large range of variables: (a) the three stages of development, installation and maintenance; (b) a mix of program types -- minority language schools, second language immersion, and various types of second language programs; and (c) elementary and secondary education environments. The project will produce: (a) a synthesis of current research; (b) case studies of resources in several environments; (c) a set of prototype structural and process models of resource deployment associated with and derived from the case studies; (d) a final report relating the prototype models to cost data; and (3) a design for validation of the models on a larger scale in a subsequent phase of the study.

Second Language Learning and Teaching in Classroom Settings

H. H. Stern & E. Bialystock (Curriculum: Modern Language Centre)
Project No. 0812-57

This grant supports the continuation into its second year of a project being carried out in two related studies, the Teaching Study and the Learning Study. These studies, which will merge into one at a later date, permit the comprehensive investigation of language learning and teaching in the context of French as a second language in Canadian schools.

FUNDED BY HEALTH AND WELFARE CANADA

Domestic Violence Between Mates: Background Features and Selected Emerging Dimensions
V.D'Oyley (Measurement, Evaluation & Computer Applications)
Project No. 0806-50

This grant will cover the costs of publication of the proceedings of a conference entitled "Domestic Violence Between Mates: Couples in Conflict" held at OISE in March, 1977 and sponsored by OISE, Women in Transition Incorporated, and the Ontario Status of Women Council.

Program on Staff Training and Development(POSTD)
D. Beatty (Adult Education)
Project No. 0009-53

This particular component of the Program on Staff Training and Development was concerned with developing a content package for the training of trainers in alcohol and drug services. Project staff were responsible for: preparing a working document containing content options for the training of trainers program; developing a content package based on the assessment and recommendations of a sub-committee of the National Planning Committee on Training; and providing consultation to this sub-committee during the development and after the completion of the package.

This project is also supported by Manufacturer's Life Insurance Company, Federal Civil Service Commission, the Province of Ontario, and Imperial Oil Ltd.

Development and Validation of a Test Battery to Assess Childhood Depression
R. Friedman (Applied Psychology)
Project No. 0809-52

This study will develop and validate a psychological diagnostic test battery to detect depression in preadolescent children. Four tests were selected for inclusion in the battery on the basis of the investigator's theory of childhood depression, in which depression is viewed as an ego-based, cognitive-affective disorder which comprises (1) lowered self-esteem, (2) distortions of inference and evaluation, and (3) feelings of hopelessness and helplessness. This project will produce a clinically useful instrument which will add a degree of precision to psychotherapeutic research with depressed children. By identifying these children at an early age, it will be possible to begin treatment which will ameliorate the crippling effect of the cognitive, affective, motivational and physical symptoms of depression.

FUNDED BY BENTLEY COLLEGE

Usage of the CAN 6 Authoring System and Associated Course Material

G. F. Scott & W. P. Olivier (Measurement, Evaluation & Computer Applications)
Project No. 0378-64

This contract involves granting Bentley College (Waltham, Massachusetts) the full use of the CAN Course Authoring System which was developed at OISE, along with associated course materials and all related documentation. Bentley College will use the system and materials in conducting an experiment which compares the teaching of the Precalculus/Introduction to Calculus Course Sequence" using CAI and traditional instructional methods.

FUNDED BY THE BILINGUAL EXCHANGE SECRETARIAT

Evaluation of Summer and School-Year Exchange Programs

L. D. McLean (Measurement, Evaluation & Computer Applications) & H. H. Stern (Curriculum: Modern Language Centre)
Project No. 0022-54

The program of the Bilingual Exchange Secretariat (BES) is one of many such activities designed to provide young people first-hand experiences in another culture, another language. This project will evaluate both the school-year and summer exchanges sponsored by BES, with particular attention to (a) social and political effects, (b) improvement in language proficiency and (c) other outcomes that might be expected from specific program activities. Although some objective tests of language competence will be included, the emphasis of the evaluation will be more clinical than psychometric, focusing on processes and on the attitudes and competencies that are the primary objectives of the exchange. Through comparison with other exchange programs (e.g. Education Canada), the concept of a bilingual exchange will be examined in detail with a view to understanding better why some experiences are more beneficial than others. Programs will be analysed within a theoretical framework that distinguishes formal from functional language learning approaches both in the classroom and in the field. The project will provide feedback to administrators to assist them in maintaining and improving the quality of their program and will search out and document overall strengths and weaknesses so that funding agencies can make informed decisions about program growth or continuation.

FUNDED BY THE BOARD OF EDUCATION FOR THE BOROUGH OF YORK

Moral Development Training and Consultation Program
D. Boyd & J. A. Eisenberg (History & Philosophy)
Project No.0018-55

This project continues to concentrate on programs for students who are in conflict with society. At this time, project staff are no longer directly involved in designing and testing student programs, but rather in working with teachers who provide practical or experience-oriented moral development programs for students. OISE staff involvement will constitute operation of a series of training programs in different curriculum areas and provision of those consultation services required by the Borough of York. Early work involved the staff of an individual school which had implemented a community involvement program; early in 1978 work began with groups of teachers from both vocational and academic schools who are involved in values education, moral development, public issues, life skills and related programs.

FUNDED BY BRANT COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Evaluation of the Brant Roman Catholic Separate School System Approach to Early Identification of Children with Learning Problems
J. Davis, D. Ducharme (Field Development: Midwestern Centre)
& C. Reich (Special Education)
Project No. 0004-80

This project involves the evaluation of a particular approach, based on the work of Drs. E. Medvedeff and B. Dearth, to early identification of children with potential learning problems.

Ducharme, D. J. & Toutant, R. L. Evaluation of the Brant Roman Catholic Separate School System Approach to early Identification of Children with Learning Problems: Report on Program Implementation and Change in Teacher Activities, 1977.

Polatajko, H. & Reich, C. The Medvedeff Program: An Analysis and Critique: Interim Report. 1978.

The study is still in progress.

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA)

Information Exchange Program: OISE Materials Exchange
K. F. Prueter (International Education)
Project No. 0337-41

This project is also funded by the International Development Research Centre.

This grant supports the continuation of a project designed to assist the Ministries of Education and all universities with faculties of education in Anglophone Africa, in the Caribbean, and in other interested countries to gain access to relevant educational literature in Canada.

Participation Program (Province of Ontario Development Education)
K. F. Prueter (International Education)
Project No. 0319-41

This project is conducted in cooperation with the Ministry of Education, the Ontario Teachers' Federation, the Ontario Educational Communications Authority, the Faculties of Education of Queen's University and the University of Western Ontario, and the Ontario Federation of Home and School Associations. It is designed to effect a change of emphasis in Ontario curricula, so that they will include a component concerned with global education for international understanding. The project emphasizes both in-service and pre-service teacher education in programs throughout the province (e.g., through five workshops this year) and the identification, development, and dissemination of curriculum resource materials.

OCLEA/CARICOM Leadership Development
D. Musella (Ontario Council for Leadership in Educational Administration) & K. F. Prueter (International Education)
Project No. 0815-41

This project involves the sponsoring of a professional development event for educational leaders, a workshop on the topic "Global Perspectives on Educational Development: Implications for Canadian Education". The workshop will involve roughly 20 senior officials representing a number of OCLEA constituents, 5 Jamaican educational leaders, 7 planning team members, and 20 part-time resource persons. The workshop will consist of two parts: the pre-session in Toronto, and the main session in Jamaica. Components of the program in the main session are: presentations by resident experts and experts on Canadian/Jamaican relationships, on-site visits; and small-group work sessions.

FUNDED BY CUSO (CANADIAN UNIVERSITY STUDENTS OVERSEAS)

Assessment of CUSO Programs in Jamaica
V. D'Oyley (Measurement, Evaluation & Computer Applications)
Project No. 0325-54

This study will evaluate the work of the CUSO (Remedial) Reading Program in Jamaica within the context of the CUSO Jamaica operations. It will provide authentic data, analyses, syntheses, and recommendations pertaining to the Program's objectives, procedures and outcomes. This work, to be conducted in partnership with the region's University School of Education, will produce detailed information essential for CUSO's decision-makers and may serve as a model according to which OISE will act in dealing with certain issues and tasks in the third world.

FUNDED BY THE CANADIAN SOCIETY FOR THE STUDY OF EDUCATION

Canadian Journal of Education
R. Ragsdale (Measurement, Evaluation & Computer Applications)
Project No. 0302-56

This journal is also supported by Canada Council grants.

FUNDED BY (FEDERAL) CIVIL SERVICE COMMISSION

Program on Staff Training and Development (POSTD)
D. Beatty (Adult Education)
Project No. 0009-53

This project is also supported by Health and Welfare Canada (Health Protection Branch), Manufacturers' Life Insurance Company, the Province of Ontario, and Imperial Oil Ltd.

FUNDED BY COUNCIL OF ONTARIO UNIVERSITIES

COU Experimental Achievement Testing 1976-1977

R. E. Traub (Measurement, Evaluation & Computer Applications)
Project No. 0603-54

This is the third in a series of studies carried out for COU to provide information for those concerned with assessing the value of university entrance examinations.

Findings are reported to the funding agency. The study is still in progress.

Instructional Development Experimental Program

C. Pascal and others (Higher Education Group)
Project No. 0623-71

Over the past academic year, OISE faculty, students and administration have worked to develop a course evaluation questionnaire, with approximately 90 faculty having voluntarily participated in having the questionnaire administered in their classes. Given this participation, it seems an appropriate time to develop and evaluate a comprehensive instructional development program. Such a program would be designed to support two objectives: (1) to gather information necessary to aid students in course selection, and (2) to aid instructors in individualized course evaluation systems and improvement schemes. The project, to be conducted by a research officer working with an existing student-faculty evaluation committee, will involve: (1) continuing to refine and administer course evaluation questionnaires designed specifically for course selection purposes and (2) developing staff evaluation and improvement strategies geared to individualized needs. Permitting students to make more informed choices and instructors to have access to course improvement strategies will contribute to a variety of broader concerns within OISE -- such as improving staff morale and facilitating further development of graduate education -- and provide approaches potentially applicable to other institutions.

FUNDED BY ERINDALE COLLEGE, UNIVERSITY OF TORONTO

Writing Test for Colleges of Applied Arts and Technology, Phase 1
P. J. Evans (Field Development: Midnorthern Centre)
Project No. 0712-80

The University of Toronto, under contract to the Ministry of Colleges and Universities, is conducting a project exploring the possibility of preparing a literacy test to measure the proficiency of students who have been admitted to Colleges of Applied Arts and Technology in Ontario. The project will: determine the writing skill needs of CAATS; determine the skills which will require to be tested for diagnostic purposes and establish appropriate test parameters; prepare a selective inventory of existing writing tests used in other institutions; and identify and select from this inventory tests or portions of tests appropriate for use in the Ontario college system and specify the criteria used in making this selection. OISE has subcontracted with the University of Toronto to work on several aspects of the contract project. Specifically, OISE staff will, in the first phase of the project: (a) assist in questionnaire development; (b) be jointly responsible for information-gathering; (c) be chiefly responsible for evaluation of current tests; and (d) be jointly responsible for proposals of testing alternatives. If a second phase of the project is undertaken, OISE will again subcontract with the University of Toronto for work including field development, test designing and trial test, and analysis and reporting.

FUNDED BY THE FORD FUNDATION

An Analytic Appraisal of the Relationship Between Educational Practice and Research on Learning
L. D. McLean (Measurement, Evaluation & Computer Applications)
Project No. 0714-54

Over the past twenty years, a variety of programs have been initiated to seek improvements in education by means of research. This project involves the preparation of an analytic appraisal of experience, literature, and opinion relevant to the questions: (a) What has been learned from this programs? (b) In what ways have educational research and practice been related for the benefit of student learning? and (c) Does the experience of the past twenty years provide any lessons for guiding future research policy and action? Preliminary work on the analytic appraisal was completed in 1975, when two information papers were prepared for the Ford Foundation; one was done by the Madison Public Schools, Madison, Wisconsin, and the other by Dr. McLean and other OISE researchers. These preliminary analyses will now be updated by a review of reports appearing over the past two years and by consultation with experienced educators and researchers who are strongly committed to improving the relationship between educational practice and research. The project will produce: an up-to-date summary of reported views and experiences, together with a description of instances where the relating of research and practice has been considered positive; an analysis of the updated summary and the instances, and the preparation of a draft paper which will serve as the basis for consulting with educators and researchers; and a reporting to the education public. Results of the project will provide guidance to future efforts to improve the relationship between educational practice and research in learning.

FUNDED BY THE HOSPITAL FOR SICK CHILDREN FOUNDATION

Laterality and the Treatment of Learning Disabilities

J. Kershner (Special Education)
Project No. 0010-60

Recent evidence shows that the development of cerebral asymmetry (i.e., dominance of one brain hemisphere) is related to children's cognitive growth and performance in school. This continuing project involves a series of studies of laterality in visual and auditory perception, with particular reference to the relationship between laterality and reading. The study, now entering its third year, is designed to: (1) develop procedures for measuring the functioning of the right hemisphere, the left hemisphere, and the crossing-over of information between hemispheres; (2) determine the way in which cerebral asymmetry develops in "average" children through Grades 1 - 6 and then investigate the laterality development of children at various intelligence levels and with various learning disorders; and (3) investigate the effects of various remedial procedures in terms of lateral brain functioning and school achievement.

Genetic Counselling Families: A Study of Their Experience

J. Weiser & J. M. Andrew (Applied Psychology)
Project No. 0003-52

Within the Hospital for Sick Children's Genetics Department, there is a counselling service for families with genetic diseases; such families are principally concerned with the possibility of having future children with a specific genetic disease. In order to evaluate the efficacy of this counselling, it is necessary to conduct a detailed study of the families receiving counselling, their comprehension of the information presented in the counselling experience, and their decisions regarding future child-bearing. Results of this research will enable counsellors to disseminate necessary genetic information to families in a manner most likely to be of benefit to these families. In addition, the results will be useful for determining the most appropriate ways to improve the general well-being of families afflicted with genetic diseases.

FUNDED BY IMPERIAL OIL LTD.

Program on Staff Training and Development (POSTD)

D. Beatty (Adult Education)
Project No. 0009-53

This project is also supported by Health and Welfare Canada (Health Protection Branch) Manufacturers' Life Insurance Company, the Federal Civil Service Commission, and the Province of Ontario.

FUNDED BY THE W. K. KELLOGG FOUNDATION

International Intervisitation Program '78

Department of Educational Administration
Project No. 0369-51

This project is also supported by Canada Council.

FUNDED BY MANUFACTURERS' LIFE

Program on Staff Training and Development (POSTD)

D. Beatty (Adult Education)
Project No. 0009-53

This project is also supported by Health and Welfare Canada, the Federal Civil Service Commission, the Province of Ontario, and Imperial Oil Ltd.

FUNDED BY (FEDERAL) MINISTRY OF ENERGY, MINES AND RESOURCES

Renewable Energy Publications for the Elementary and Secondary Educational Sectors

D. W. Brison (Field Development: Trent Valley Centre)
& R. Pierce (Measurement, Evaluation & Computer Applications)
Project No. 0813-54

This study is designed to show how the Renewable Energy Resources Branch's publications policy could best interface with existing provincial education practices. In the study, the investigators must analyse a number of factors relevant to the status of renewable resources, for example: (1) provincial educational policies contained in curriculum guidelines and in authorized textbooks; (2) availability of print and non-print materials concerning renewable energy resources; (3) personnel involved in developing and trying out materials and in offering consultation in this area; and (4) materials needed at different grade levels. Then, on the basis of this analysis, the investigators will present recommendations for the Branch's publications policy.

FUNDED BY ONTARIO CIVIL SERVICE COMMISSION

Management Opinion Survey

R. Wolfe (Measurement, Evaluation & Computer Applications)
Project No. 0715-44

This project involves the analysis and reporting, by OISE staff, of specified data collected by the Civil Service Commission's "Management Opinion Survey".

FUNDED BY ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY

Adult Basic Education: Teaching the Adult
J. R. Kidd (Adult Education)
Project No. 0602-53

This grant supports the development of four half-hour color television programs on the subject of adult basic education.

FUNDED BY ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION

An Inventory and Evaluation of Resource Materials in Canada Studies
V. Robeson, C. Sylvester & M. Holmes (Field Development)
Project No. 0013-80

This contract represents the first stage of a project intended to compile an inventory of materials available in English and French in Canada for the teaching of Canada Studies in Grades 1 - 13. This inventory will not merely list available materials but will evaluate these materials on the basis of criteria determined by the principal investigators in consultation with the Canada Studies Foundation and other educators. The inventory will be of considerable value to teachers and consultants in planning courses and making the most effective use of available resources.

Portions of this work are also internally funded.

FUNDED BY ONTARIO TEACHERS' FEDERATION

Study of Associate Teachers
R. E. Traub & R. Wolfe (Measurement, Evaluation & Computer Applications)
Project No. 0020-44

This project involves a survey of associate teachers in Ontario, where an associate teacher is defined as a certified practicing classroom teacher who supervises the teaching done in his/her classroom by student teachers in conjunction with the Faculty of Education of the student. OISE will administer, analyse, and report on the survey of 2,000 to 3,000 associate teachers. The survey will investigate the following factors: the educational background of the 1976-77 associate teachers; the degree of their involvement in associate teaching; their reasons for accepting the position of associate teacher; the rewards they consider appropriate for such work, the extent of liaison with the teacher education institution which they feel is appropriate; and their ideas about the length and structure of teacher training practice.

FUNDED BY PAN AMERICAN UNIVERSITY

CAN Course Authoring System (DEC System 10 Version)
G. F. Scott & W. P. Olivier (Measurement, Evaluation & Computer Applications)
Project No. 0351-54

FUNDED BY PRINCE EDWARD ISLAND MINISTRY OF EDUCATION

Kindergarten Feasibility Study for the Province of Prince Edward Island
L. Bezeau & B. Currie (Educational Administration)
Project No. 0376-51

> Bezeau, L. & Currie, B. A Feasibility Study of Kindergartens and Other Early Childhood Service Programs in Prince Edward Island. 1977.

This report is the property of the Prince Edward Island Ministry of Education. Inquiries should be directed to the Ministry.

FUNDED BY THE PROVINCE OF ONTARIO

Program on Staff Training and Development (POSTD)
D. Beatty (Adult Education)
Project No. 0009-53

This project is also supported by Health and Welfare Canada, Manufacturers' Life Insurance Company, the Federal Civil Service Commission, and Imperial Oil Ltd.

FUNDED BY SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

IBM Job Control Language (JCL)
G. F. Scott (Measurement, Evaluation & Computer Applications)
Project No. 0371-54

This project involves the development of instructional procedures for the IBM Job Control Language project initiated by Seneca College Division of Computer Studies. Institute staff will program materials developed by Mr. Ed Koen of Seneca College (and, if necessary, rewrite their content in a format and style suitable for CAI) in the CAN language for the Burroughs 6700 computer at Seneca College. The Institute will provide systems and programming support through the April 1977 pilot testing with Seneca students and until it is agreed that the programs are operating satisfactorily.

Computer Assisted Test Construction in Nursing Education: Phase III
W. P. Olivier (Measurement, Evaluation & Computer Applications)
Project No. 0007-54

This contract supports the continuation of work on a project designed to develop a computer-based system for achievement testing associated with the Nursing Curriculum of Seneca College. Phase 111 of the project is specifically concerned with (1) expanding the role of the itembank as an instructional resource -- through the use of additional feedback to the students during and following the presentation of test items and (2) introducing greater instructor control over the sequencing of items presented interactively to students.

FUNDED BY THE SOLICITOR-GENERAL OF CANADA

A Critical Analysis of the Program of Inmate Educational and Vocational Training Throughout the Canadian Penitentiary Service
A. Thomas (Adult Education)
Project No. 0814-53

Investigators in this project will prepare a report, containing (1) a critical analysis of the Canadian penitentiary Service's educational and training programs both in respect of theory and performance, (2) a commentary on the coherence of the programs in relation to their objectives, (3) a discussion of the basic goals of the programs and possibly some suggested additional goals, and (4) recommendations as to how to reach them, based on the present state of knowledge in the field of professional education. In making this analysis, the project will involve up to ten reviewers, who will make comments and recommendations on matters such as principles of curriculum design, educational measurement and evaluation, educational counselling, teaching methods and materials, and teacher qualifications and training. This critical analysis will permit: (1) the establishment of the groundwork for a five-year plan of inmates' education and training; (2) the identification of specific penitentiary problems requiring professional educational research; (3) the creation of an Educational Advisory Committee; (4) the encouragement of university faculties of education to develop courses in teaching methods for penitentiary instructors; (5) the planning of an international conference on penitentiary education and training; and (6) the stimulation of interest in the subject of penitentiary education and training among academics and other professionals.

FUNDED BY JOHN SWEENEY

Liberal Caucus Study
R. Townsend (Educational Administration)
Project No. 0018-51

During the 1960's, several provinces, including Ontario, split their unitary ministries of education into two; one for K-13 and the other for post-secondary. However, since that time, the conditions which originally necessitated such a step have changed markedly. This study represents a preliminary inquiry into the strengths and weaknesses of unitary and separated ministries of education. Particular attention will be given in the study to efficiencies - financial and programatic - and representativeness in each type of organization.

FUNDED BY TRANSPORT CANADA (ROAD AND MOTOR VEHICLE TRAFFIC SAFETY)

Evaluation of the Driver Education Program in Prince Edward Island
R. E. Traub & W. R. Kenzie (Measurement, Evaluation & Computer Applications)
Project No. 0810-54

This project is designed (1) to assess the strengths and weaknesses of the existing Driver Education program in the high schools of Prince Edward Island and (2) to develop techniques of evaluation that might also be useful in future evaluation studies of other Driver Education programs. The study, to be conducted in 16 schools and involving 38 instructors, will consist of (1) the administration of questionnaires to teaching personnel, students, and administrators concerned with the program and (2) the observation of the teaching of the program, both in-class and in-car. The study, in addition to facilitating the further development of high school driver education in Prince Edward Island itself, will produce a case study of a provincial program of high school driver education in operation, thus providing for comparisons with programs in other Canadian provinces that have similar curricula.

FUNDED BY UNESCO

A Study of Development Education and Innovative Approaches to It in a Sample of Canadian Provinces and in Two Countries of the Caribbean and/or Central America
G. Caplan (History and Philisophy of Education),
V. D'Oyley (Measurement, Evaluation & Computer Applications) & S. Churchill (Research & Development)
Project No. 0366-50

Churchill, S. & D'Oyley, V. (compilers and editors). Summary Report: Emerging Development Education in the Americas (Canada, Costa Rica, Jamaica). 1977.

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